

PAEA RESEARCH

Student Report 5

By the Numbers | Data from the 2021 Matriculating Student
and End of Program Surveys

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The PAEA Research Team was responsible for the development and administration of the surveys as well as for the preparation of this report. For any questions regarding the contents of this report, please contact research@PAEAonline.org.

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Student Report 5

DATA FROM THE 2021 MATRICULATING STUDENT AND END OF PROGRAM SURVEYS (MSS & EOPS)

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INTRODUCTION

PA EDUCATION ASSOCIATION

Founded in 1972, the PA Education Association (PAEA) represents all PA education programs in the United States. At the end of 2021, PAEA represented 282 accredited PA programs. For more information about PAEA and our member products and services, visit [PAEAonline.org](https://paeaonline.org).

METHODS

SURVEY INSTRUMENTS

This report compiles the results of two PAEA student surveys: the 2021 Matriculating Student Survey (MSS) and the 2021 End of Program Survey (EOPS). The goal of combining the results from these surveys is to give an overall picture of all PA student cohorts—from matriculants to graduates—in 2021.

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

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

This report is divided into three main areas:

1. Overlapping data between the MSS and EOPS

- Section 1. Students by Program Characteristics: Information on the types of programs and institutions attended by the student respondents
- Section 2. Student Demographics: Student gender, race, ethnicity, family composition, geographic origins, and parents' highest level of education
- Section 3. Health & Well-Being: Student socioemotional well-being, physical health, stress, and COVID-19 related stressors
- Section 4. Future Practice: Considerations for career paths post-graduation, specialty and practice environment choices, and salary expectations
- Section 5. Financial Information: Loans, debt, and financing of pre-PA and graduate PA education

2. Data specific to the MSS

- Section 6. MSS: Military Background: Matriculating students' military experience
- Section 7. MSS: Education Background: Degrees, GPAs, and additional credits taken to satisfy prerequisites
- Section 8. MSS: Employment History: Prior health care employment and community service
- Section 9. MSS: Application to PA School: Factors influencing career and program choice, consideration of careers in other health professions, and cost of PA school applications

3. Data specific to the EOPS

- Section 10. EOPS: Experiences in PA School: Satisfaction with PA school, experiences in the didactic and clinical phases, and confidence in PA professional competencies
- Section 11. EOPS: Employment Plans: Post-graduate residencies and job applications, as well as information on accepted PA positions

- Section 12. EOPS: Negative Experiences in PA School: Mistreatment, discrimination, and harassment witnessed or experienced personally during PA school

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

SURVEY ADMINISTRATION

Human subjects review determined that the MSS and EOPS were exempt. Information regarding the MSS and the EOPS was emailed to program directors of accredited member programs at the beginning of each month in 2021. The email timing corresponded to the month that their programs admitted first-year students into class or graduated a class of students. At the time of administration, there were 285 PA programs eligible to participate in the MSS and 245 eligible to participate in the EOPS. Program directors were asked to forward a survey link to their students and encourage participation. In addition, program directors were asked to provide a head count of their first-year or graduating class to calculate program and national response rates. To achieve an adequate response rate, PAEA research staff sent reminder emails to non-responding programs. Programs that achieved a 65% response rate were entered into drawings for a \$250 gift card and for a complimentary registration to the 2022 Education Forum.

Following the removal of duplicate cases, the MSS garnered 3,559 unique responses from 162 programs (56.8% of all eligible programs). Forty-nine programs (26.8% of all responding programs) achieved a 65% student response rate.

After the removal of duplicate cases, the EOPS received a total of 2,165 unique responses from 146 programs (59.6% of all eligible programs). Twenty-three (15.8% of all responding programs) achieved a 65% student response rate.

DATA CLEANING & ANALYSIS

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

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

LIMITATIONS

A common challenge of survey research is attaining a robust response rate. Every year, PAEA strives to collect data from as many students at as many PA programs as possible. Although these surveys continue to be the richest source of national PA student data available, it is noteworthy that not all PA students or programs are represented. These missing data may have an unquantifiable impact on the results because the characteristics of non-respondents are unknown. Programs can help boost the value of these data, which are critical to PA education research as well as program benchmarking, evaluation, and accreditation, by encouraging students to participate in PAEA surveys. Increasing the number of students and programs that provide data improves the representativeness and usefulness of the data and reports. Another critical limitation to generalizability is that these data were collected in 2021— it is unknown to what extent results are still reflective of PA students’ experiences as the 2020 coronavirus (COVID-19) pandemic has forced PA programs to rapidly adapt on a situational basis. The response rate was lower than expected and it was theorized that COVID-19 had an impact on participation.

SECTION 1. STUDENTS BY PROGRAM

CHARACTERISTICS

This section provides an overview of the responding students according to the characteristics of the PA programs they attended. “Represented Programs” refers to the programs attended by the responding students. “Eligible Programs” refers to all accredited member programs that were either matriculating (MSS) or graduating (EOPS) a cohort of students during the survey administration period. “All Programs” refers to all PA member programs accredited by the end of 2021 ($N = 272$).

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

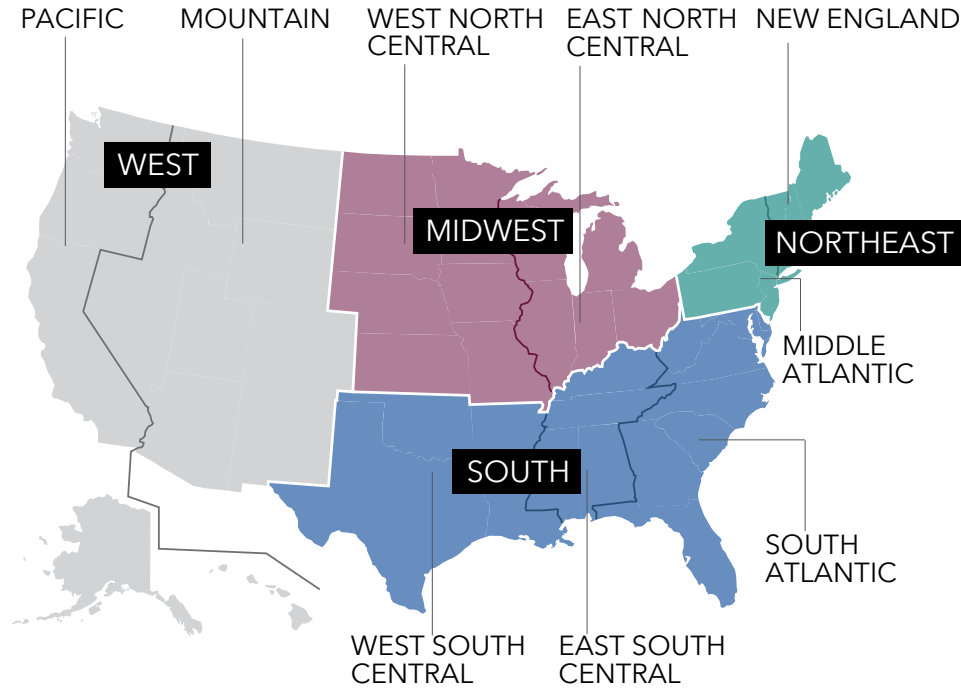
	Students		Represented Programs		Eligible Programs		All Programs	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
MSS								
Northeast Region								
New England Division	402	11.3	18	9.8	19	7.0	19	7.0
Middle Atlantic Division	603	16.9	33	18.0	55	20.3	55	20.2
Subtotal	1,005	28.2	51	27.9	74	27.3	74	27.2
Midwest Region								
East North Central Division	590	16.6	29	15.8	41	15.1	41	15.1
West North Central Division	223	6.3	13	7.1	22	8.1	22	8.1
Subtotal	813	22.8	42	23.0	63	23.2	63	23.2
South Region								
South Atlantic Division	676	19.0	35	19.1	56	20.7	57	21.0
East South Central Division	230	6.5	10	5.5	20	7.4	20	7.4
West South Central Division	346	9.7	16	8.7	21	7.7	21	7.7
Subtotal	1,252	35.2	61	33.3	97	35.8	98	36.0
West Region								
Mountain Division	269	7.6	13	7.1	15	5.5	15	5.5
Pacific Division	220	6.2	16	8.7	22	8.1	22	8.1
Subtotal	489	13.7	29	15.8	37	13.7	37	13.6
Total	3,559	100.0	183	100.0	271	100.0	272	100.0

TABLE 1 (CONTINUED): DISTRIBUTION OF STUDENTS AND PROGRAMS BY U.S. CENSUS BUREAU REGIONS AND DIVISIONS

	Students		Represented Programs		Eligible Programs		All Programs	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
EOPS								
Northeast Region								
New England Division	222	10.3	11	7.5	18	7.3	19	7.0
Middle Atlantic Division	467	21.6	26	17.8	49	20.0	55	20.2
Subtotal	689	31.8	37	25.3	67	27.3	74	27.2
Midwest Region								
East North Central Division	454	21.0	23	15.8	37	15.1	41	15.1
West North Central Division	165	7.6	13	8.9	20	8.2	22	8.1
Subtotal	619	28.6	36	24.7	57	23.3	63	23.2
South Region								
South Atlantic Division	345	15.9	30	20.5	53	21.6	57	21.0
East South Central Division	84	3.9	8	5.5	16	6.5	20	7.4
West South Central Division	204	9.4	14	9.6	17	6.9	21	7.7
Subtotal	633	29.2	52	35.6	86	35.1	98	36.0
West Region								
Mountain Division	86	4.0	6	4.1	15	6.1	15	5.5
Pacific Division	138	6.4	15	10.3	20	8.2	22	8.1
Subtotal	224	10.3	21	14.4	35	14.3	37	13.6
Total	2,165	100.0	146	100.0	245	100.0	272	100.0

U.S. Census Bureau Divisions are nested within Regions. For a map of all Census Regions and Divisions, please see Figure 1. Student data are based on respondents' self-reported state in which they attend PA school. Program data are based on program-reported states.

FIGURE 1. U.S. CENSUS BUREAU REGIONS AND DIVISIONS



REGION 1 NORTHEAST

DIVISION 1 NEW ENGLAND

Connecticut
 Maine
 Massachusetts
 New Hampshire
 Rhode Island
 Vermont

DIVISION 2 MIDDLE ATLANTIC

New Jersey
 New York
 Pennsylvania

REGION 2 MIDWEST

DIVISION 3 EAST NORTH CENTRAL

Illinois
 Indiana
 Michigan
 Ohio
 Wisconsin

DIVISION 4 WEST NORTH CENTRAL

Iowa
 Kansas
 Minnesota
 Missouri
 Nebraska
 North Dakota
 South Dakota

REGION 3 SOUTH

DIVISION 5 SOUTH ATLANTIC

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

DIVISION 6 EAST SOUTH CENTRAL

Alabama
 Kentucky
 Mississippi
 Tennessee

DIVISION 7 WEST SOUTH CENTRAL

Arkansas
 Louisiana
 Oklahoma
 Texas

REGION 4 WEST

DIVISION 8 MOUNTAIN

Arizona
 Colorado
 Idaho
 Montana
 Nevada
 New Mexico
 Utah
 Wyoming

DIVISION 9 PACIFIC

Alaska
 California
 Hawaii
 Oregon
 Washington

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

	Students		Represented Programs		Eligible Programs		All Programs	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
MSS								
Public	1,084	31.0	52	32.9	74	28.4	74	28.4
Private								
For-profit	169	4.8	8	5.1	14	5.4	14	5.4
Non-profit	2,211	63.1	95	60.1	166	63.6	166	63.6
Subtotal	2,380	68.0	103	65.2	180	69.0	180	69.0
Public/private hybrid	38	1.1	3	1.9	7	2.7	7	2.7
Total	3,502	100.0	158	100.0	261	100.0	261	100.0
EOPS								
Public	601	28.7	39	31.0	74	28.1	74	28.4
Private								
For-profit	76	3.6	4	3.2	14	5.3	14	5.4
Non-profit	1,414	67.6	83	65.9	168	63.9	166	63.6
Subtotal	1,490	71.3	87	69.0	182	69.2	180	69.0
Public/private hybrid	74	3.5	5	4.0	7	2.7	7	2.7
Total	2,091	100.0	126	100.0	263	100.0	261	100.0

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

TABLE 3: DISTRIBUTION OF STUDENTS AND PROGRAMS BY PROGRAM AHC STATUS

	Students		Represented Programs		Eligible Programs		All Programs	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
MSS								
Academic Health Center	1,146	32.7	47	29.4	71	27.1	71	27.1
Non-Academic Health Center	2,358	67.3	113	70.6	191	72.9	191	72.9
Total	3,504	100.0	160	100.0	262	100.0	262	100.0
EOPS								
Academic Health Center	660	30.8	40	31.3	71	26.9	71	27.1
Non-Academic Health Center	1,482	69.2	88	68.8	193	73.1	191	72.9
Total	2,142	100.0	128	100.0	264	100.0	262	100.0

TABLE 4. DISTRIBUTION OF STUDENTS BY TYPE OF CAMPUS

	<i>n</i>	%
MSS		
Not enrolled in satellite/distance campus	3,293	92.7
Enrolled in satellite/distance campus	261	7.3
Total	3,554	100.0
EOPS		
Not enrolled in satellite/distance campus	2,036	94.1
Enrolled in satellite/distance campus	127	5.9
Total	2,163	100.0

SECTION 2. STUDENT DEMOGRAPHICS

GENDER

To stay current with best practices, which take a more inclusive approach to assessing gender identity, this survey utilized questions from the Multidimensional Sex/Gender Measure (Bauer, et al., 2017). Participants were asked to report their sex assigned at birth (i.e., male, female, or prefer not to answer) and current gender identity (i.e., male, female, indigenous or other cultural minority identity [e.g., two-spirit], something else [e.g., gender fluid, non-binary], or prefer not to answer). Indigenous or other cultural minority identity responses were excluded due to low frequencies.

TABLE 5. CURRENT GENDER IDENTITY

	MSS		EOPS	
	<i>n</i>	%	<i>n</i>	%
Female	2,771	78.2	1,673	77.8
Male	759	21.4	476	22.1
Something else (e.g. gender fluid, non-binary)	12	0.3	2	0.1
Total	3,542	100.0	2,151	100.0

TABLE 6. SEX ASSIGNED AT BIRTH

	MSS		EOPS	
	<i>n</i>	%	<i>n</i>	%
Female	2,781	78.6	1,678	77.9
Male	757	21.4	475	22.1
Total	3,538	100.0	2,153	100.0

TABLE 7. SEXUAL ORIENTATION

	MSS		EOPS	
	<i>n</i>	%	<i>n</i>	%
Straight or heterosexual	3,201	91.5	2,013	94.8
Bisexual	170	4.9	64	3.0
Gay or lesbian or homosexual	102	2.9	42	2.0
Other	24	0.7	4	0.2
Total	3,497	100.0	2,123	100.0

TABLE 8. AGE AT MATRICULATION

	<i>n</i>	Min	Max	<i>M</i>	<i>SD</i>
Age	3,551	19.0	56.0	25.4	4.4

Matriculating (MSS) students were asked to report their age at matriculation.

RACE & ETHNICITY

In surveys prior to 2017, respondents were allowed to only select one race category to describe themselves. Beginning in 2017 and continuing forward, respondents have been able to check as many race categories as they felt were appropriate. “Single race” indicates that respondents selected only one race category. “In combination with other race” indicates that they selected two or more race categories. “Other race” was excluded when determining whether respondents selected multiple races. In the “Single race” and “In combination with other race” rows, percentages (%) indicate the proportion of students reporting that race who fell into each category. In the “Subtotal” rows, percentages (%) indicate the proportion of all responding students who reported that race, whether alone or in combination with another race. Subtotals will not sum to the total because students could select multiple race categories.

Table 9 presents students’ reports of both their race and ethnicity. In the “Not Hispanic” and “Hispanic” rows, percentages (%) indicate the proportion of students reporting that race who fell into each category. In the “Subtotal” rows, percentages (%) indicate the proportion of all responding students who reported both their race and ethnicity. Subtotals will not sum to the total because students could select more than one race category. “Prefer not to answer” and “Other” responses for either race or ethnicity were excluded from this table.

TABLE 9. RACE

	MSS		EOPS	
	<i>n</i>	%	<i>n</i>	%
American Indian or Alaskan Native				
Single race	11	35.5	8	66.7
In combination with other race	20	64.5	4	33.3
Subtotal	31	0.9	12	0.6
Asian				
Single race	408	87.7	194	87.8
In combination with other race	57	12.3	27	12.2
Subtotal	465	13.6	221	10.7
Black or African American				
Single race	131	78.0	51	87.9
In combination with other race	37	22.0	7	12.1
Subtotal	168	4.9	58	2.8
Native Hawaiian or other Pacific Islander				
Single race	3	33.3	2	50.0
In combination with other race	6	66.7	2	50.0
Subtotal	9	0.3	4	0.2
White				
Single race	2,757	97.0	1,775	97.9
In combination with other race	85	3.0	38	2.1
Subtotal	2,842	83.3	1,813	87.6
Total	3,410	--	2,069	--

3.5% of matriculating students (MSS) and 1.9% of graduating students (EOPS) reported multiple races

TABLE 10. ETHNICITY

	MSS		EOPS	
	<i>n</i>	%	<i>n</i>	%
Hispanic, Latino, or Spanish in origin	346	9.8	168	7.9
Single race	3,170	90.2	1,961	92.1
Total	3,516	100.0	2,129	100.0

TABLE 11. RACE AND ETHNICITY

	MSS		EOPS	
	<i>n</i>	%	<i>n</i>	%
American Indian or Alaskan Native				
Not Hispanic, Latino, or Spanish in origin	18	60.0	8	66.7
Hispanic, Latino, or Spanish in origin	12	40.0	4	33.3
Subtotal	30	0.9	12	0.6
Asian				
Not Hispanic, Latino, or Spanish in origin	448	97.4	216	98.6
Hispanic, Latino, or Spanish in origin	12	2.6	3	1.4
Subtotal	460	13.6	219	10.6
Black or African American				
Not Hispanic, Latino, or Spanish in origin	147	87.5	51	91.1
Hispanic, Latino, or Spanish in origin	21	12.5	5	8.9
Subtotal	168	5.0	56	2.7
Native Hawaiian or other Pacific Islander				
Not Hispanic, Latino, or Spanish in origin	6	66.7	4	100.0
Hispanic, Latino, or Spanish in origin	3	33.3	0	0.0
Subtotal	9	0.3	4	0.2
White				
Not Hispanic, Latino, or Spanish in origin	2,605	92.0	1,684	93.1
Hispanic, Latino, or Spanish in origin	225	8.0	124	6.9
Subtotal	2,830	83.4	1,808	87.7
Total	3,393	--	2,061	--

TABLE 12. MIDDLE EASTERN ORIGIN

	MSS		EOPS	
	<i>n</i>	%	<i>n</i>	%
Middle Eastern or Arabic in origin	113	3.2	61	2.9
Not Middle Eastern or Arabic in origin	3,408	96.8	2,069	97.1
Total	3,521	100.0	2,130	100.0

UNDERREPRESENTED STATUS

Underrepresented minority (URM) status is defined and reported in two different ways. In Table 13, URMs included those who identified as Hispanic, a single non-White race, or a non-White race in combination with White race. URMs are contrasted against non-Hispanic, single-race White respondents. Table 14 narrows the URM definition to “underrepresented (UR) in medicine,” **defined by the AAMC** as “those racial and ethnic populations that are underrepresented in the medical profession relative to their numbers in the general population.”

In PAEA’s definition, Asian and Asian/White biracial individuals are not classified as UR in medicine. In both analyses, respondents who did not self-identify their race or ethnicity, or who only selected “Other” race, were excluded.

TABLE 13. UNDERREPRESENTED MINORITY STATUS

	MSS		EOPS	
	<i>n</i>	%	<i>n</i>	%
Non-URM	2,564	72.8	1,651	78.6
URM	958	27.2	450	21.4
Total	3,522	100.0	2,101	100.0

TABLE 14. UNDERREPRESENTED MINORITY IN MEDICINE STATUS

	MSS		EOPS	
	<i>n</i>	%	<i>n</i>	%
Non-URM in medicine	3,000	85.3	1,675	87.8
URM in medicine	517	14.7	233	12.2
Total	3,517	100.0	1,908	100.0

FAMILY COMPOSITION

TABLE 15. CIVIL STATUS

	MSS		EOPS	
	<i>n</i>	%	<i>n</i>	%
Single (never legally married, includes engaged)	2,776	79.3	1,512	72.0
Married	616	17.6	514	24.5
Domestic partnership	66	1.9	34	1.6
Divorced	32	0.9	34	1.6
Separated, but still legally married	10	0.3	4	0.2
Civil union	2	0.1	0	0.0
Widowed	0	0.0	1	0.0
Total	3,502	100.0	2,099	100.0

TABLE 16. NUMBER OF LEGAL DEPENDENTS

	n	Min	Max	M	SD
MSS	282	1	9	2.0	1.2
EOPS	226	1	9	1.9	1.1

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

7.9% of matriculating students (MSS) reported having legal dependents. Graduating students were only asked to report the number of legal dependents they have, if any.

GEOGRAPHIC ORIGINS

Students were asked where they spent the majority of their life before the age of 18. Geographic origin was based on students' home zip codes.

TABLE 17: GEOGRAPHIC ORIGINS

	MSS		EOPS	
	n	%	n	%
MSS				
Northeast Region				
New England Division	301	10.7	135	7.6
Middle Atlantic Division	562	19.9	410	23.2
Subtotal	863	30.5	545	30.8
Midwest Region				
East North Central Division	623	22.0	445	25.2
West North Central Division	256	9.1	192	10.9
Subtotal	879	31.1	637	36.0
South Region				
South Atlantic Division	505	17.9	269	15.2
East South Central Division	128	4.5	63	3.6
West South Central Division	330	11.7	194	11.0
Subtotal	458	16.2	257	14.5
West Region				
Mountain Division	243	8.6	130	7.4
Pacific Division	383	13.6	199	11.3
Subtotal	626	22.2	329	18.6
Total	2,826	100.0	1,768	100.0

51.7% of matriculating students (MSS) and 44.9% of graduating students (EOPS) reported attending PA school outside of their home state.

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

TABLE 18: MAJORITY OF LIFE SPENT IN VARIOUS ENVIRONMENTS

	MSS		EOPS	
	<i>n</i>	%	<i>n</i>	%
Isolated Rural (population <2,500)	221	6.6	142	7.0
Small Town (population 2,500 to 9,999)	726	21.6	428	21.0
Large Town (population 10,000 to 49,999)	1,012	30.1	622	30.5
Mid-Size City (population 50,000 to 99,999)	615	18.3	378	18.5
Large City (population 100,000 to 1,000,000)	577	17.2	349	17.1
Urban (1,000,000 population)	212	6.3	122	6.0
Total	3,363	100.0	2041	100.0

EDUCATION

TABLE 19: PARENTS' HIGHEST LEVEL OF EDUCATION

	<i>n</i>	%
Grade school (did not enter high school)	65	1.9
Some high school	84	2.4
High school diploma/GED	402	11.6
Some college	247	7.1
Associate degree	261	7.5
Bachelor's degree	1,123	32.4
Master's degree	895	25.8
Academic doctorate (e.g., PhD, EdD)	103	3.0
Professional doctorate (e.g., MD, DO, PharmD, JD)	274	7.9
Other	14	0.4
Total	3,468	--

SUBJECTIVE SOCIAL STATUS

The McArthur Scale of Subjective Social Status is scored on a scale of 1 to 10. The bottom of the ladder equates to a score of 1 and represents the lowest status, and the top equates to a score of 10 and represents the highest status.

Adler, N., & Stewart, J. (2007). The MacArthur scale of subjective social status. San Francisco: MacArthur Research Network on SES & Health.

TABLE 20: SUBJECTIVE SOCIAL STATUS OF FAMILY DURING CHILDHOOD

	<i>n</i>	<i>M</i>	<i>SD</i>	<i>Mdn</i>
MSS	3,489	5.8	1.9	6.0
EOPS	2,103	5.8	1.9	6.0

TABLE 21: SUBJECTIVE SOCIAL STATUS OF SELF IN THE PRESENT

	<i>n</i>	<i>M</i>	<i>SD</i>	<i>Mdn</i>
MSS	3,485	5.8	1.6	6.0
EOPS	2,103	6.3	1.6	6.0

SECTION 3. HEALTH & WELL-BEING

WELL-BEING

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

TABLE 22: HEALTH & WELL-BEING

	MSS				EOPS			
	<i>n</i>	<i>M</i>	<i>SD</i>	<i>Mdn</i>	<i>n</i>	<i>M</i>	<i>SD</i>	<i>Mdn</i>
In the past 30 days, rate...								
Financial concerns	3,539	6.5	2.9	7.0	2,160	6.0	2.9	6.0
Level of fatigue	3,538	6.1	2.4	6.0	2,160	6.0	2.5	6.0
Level of satisfaction with social support from friends and family	3,539	9.5	1.7	10.0	2,160	8.4	1.8	9.0

Note: Financial concerns: 0 = "No concerns" and 10 = "Constant concerns." Level of fatigue: 0 = "No fatigue" and 10 = "Constant tiredness." Level of satisfaction with social support from friends and family: 0 = "Not at all satisfied" and 10 = "Highly satisfied."

TABLE 23: OVERALL WELL-BEING

	MSS				EOPS			
	<i>n</i>	<i>M</i>	<i>SD</i>	<i>Mdn</i>	<i>n</i>	<i>M</i>	<i>SD</i>	<i>Mdn</i>
Overall quality of life	3,542	7.9	1.6	8.0	2,147	7.1	2.1	7.0
Overall mental well-being	3,537	7.3	1.8	7.0	2,155	7.2	1.9	7.0
Overall physical well-being	3,538	7.4	1.8	8.0	2,158	7.1	1.5	7.0
Overall emotional well-being	3,537	7.2	1.9	7.0	2,156	7.1	1.9	7.0
Level of social activity	3,537	6.6	2.4	7.0	2,156	6.6	2.4	7.0
Spiritual well-being	3,531	7.2	2.0	7.0	2,147	7.1	2.1	7.0

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

STRESS

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

Cohen S, Kamarck T, Mermelstein R. A global measure of perceived stress. *Journal of Health and Social Behavior*. 1983;24:386-396.

TABLE 24: STRESS

	MSS				EOPS			
	<i>n</i>	<i>M</i>	<i>SD</i>	<i>Mdn</i>	<i>n</i>	<i>M</i>	<i>SD</i>	<i>Mdn</i>
Felt confident about ability to handle their personal problems	3,540	2.9	0.8	3.0	2,161	4.0	0.8	4.0
Felt that things were going their way	3,541	2.8	0.8	3.0	2,160	0.0	0.8	4.0
Felt unable to control the important things in their life	3,542	1.5	0.9	1.0	2,161	2.7	1.0	3.0
Felt difficulties were piling up so high that they could not overcome them	3,541	1.5	1.0	1.0	2,160	2.5	1.1	2.0

FIGURE 2: STRESS

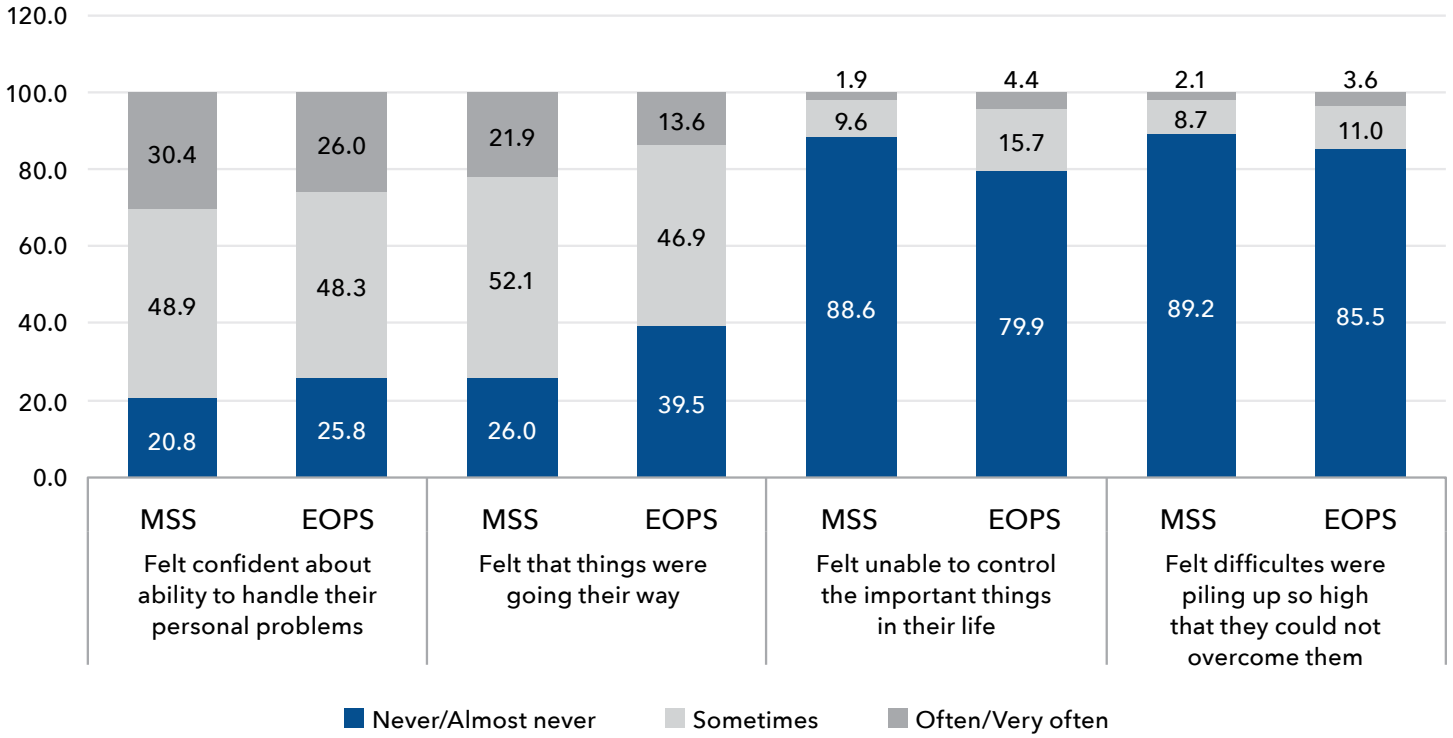


TABLE 25: COVID-19 STRESSORS

	MSS		EOPS	
	<i>n</i>	%	<i>n</i>	%
Concerned about not being able to pay rent or mortgage	379	19.2	299	22.2
Difficulty securing loans	163	8.3	41	3.0
Facilitating children’s virtual learning	70	3.6	61	4.5
Food insecurity	70	3.6	54	4.0
Inadequate internet connection	231	11.7	158	11.7
Inadequate technology (e.g., lack of laptop)	65	3.3	37	2.8
Lack of adequate support from PA program	83	4.2	333	24.8
Lack of conducive workspace and/or study space	715	36.3	640	47.6
Personally becoming infected with COVID-19	298	15.1	251	18.7
Social isolation	1229	62.4	759	56.4
Taking care of dependent adult	58	2.9	43	3.2
Taking care of dependent children	135	6.8	102	7.6
Taking care of family member diagnosed with COVID-19	74	3.8	102	7.6
Unanticipated financial challenges (e.g., partner being furloughed)	418	21.2	342	25.4
Other	78	4.0	96	7.1
Total	1,971	--	1,345	--

Note: Percentages may sum to more than 100% because students could select multiple obstacles. Students who selected "N/A: None of these" were excluded

Students were presented with a list of obstacles specifically associated with the COVID-19 pandemic, and were asked to identify which, if any, they were currently facing.

SECTION 4. FUTURE PRACTICE

TABLE 26: IMPORTANCE OF CONSIDERATIONS FOR CAREER PATH AFTER PA SCHOOL

	<i>n</i>	<i>M</i>	<i>SD</i>	<i>Mdn</i>
Ability to pay off debt	2111	3.4	0.8	4.0
Availability of jobs	2110	3.3	0.6	3.0
Flexible working schedule	2111	3.0	0.8	3.0
High income potential	2112	2.9	0.8	3.0
High level of autonomy	2113	2.7	0.8	3.0
Leadership potential	2112	2.5	0.8	3.0
Social recognition or status	2114	1.9	0.9	2.0
Stable, secure future	2112	3.6	0.6	4.0
Supervising physician relationship	2113	3.4	0.6	4.0
Work/life balance	2113	3.6	0.6	4.0
Working for social change	2113	2.5	0.8	2.0

Note: This question was only asked of graduating students (EOPS). 1 = "Not important", 2 = "Somewhat important", 3 = "Very important", 4 = "Essential."

TABLE 27: EXPECTED SALARY FOR FULL-TIME POSITION AS A PA

	MSS			EOPS		
	<i>n</i>	%	% (Cum.)	<i>n</i>	%	% (Cum.)
\$49,999 or less	0	0.0	0.0	1	0.1	0.1
\$50,000 to \$59,999	10	0.4	0.3	1	0.1	0.1
\$60,000 to \$69,999	22	0.9	0.9	8	0.5	0.6
\$70,000 to \$79,999	113	4.8	4.1	18	1.1	1.8
\$80,000 to \$89,999	565	24.2	20.3	161	10.1	11.9
\$90,000 to \$99,999	1,096	46.9	51.7	580	36.5	48.3
\$100,000 to \$109,999	0	0.0	0.0	582	36.6	84.9
\$110,000 to \$119,999	354	15.1	93.9	172	10.8	95.7
\$120,000 to \$129,999	141	6.0	97.9	47	3.0	98.7
\$130,000 to \$139,999	37	1.6	99.0	14	0.9	99.6
\$140,000 to \$149,999	12	0.5	99.3	1	0.1	99.6
\$150,000 to \$159,999	13	0.6	99.7	5	0.3	99.9
\$160,000 or more	10	0.4	100.0	1	0.1	100.0
Total	2,338	100.0	--	1,591	100.0	--

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

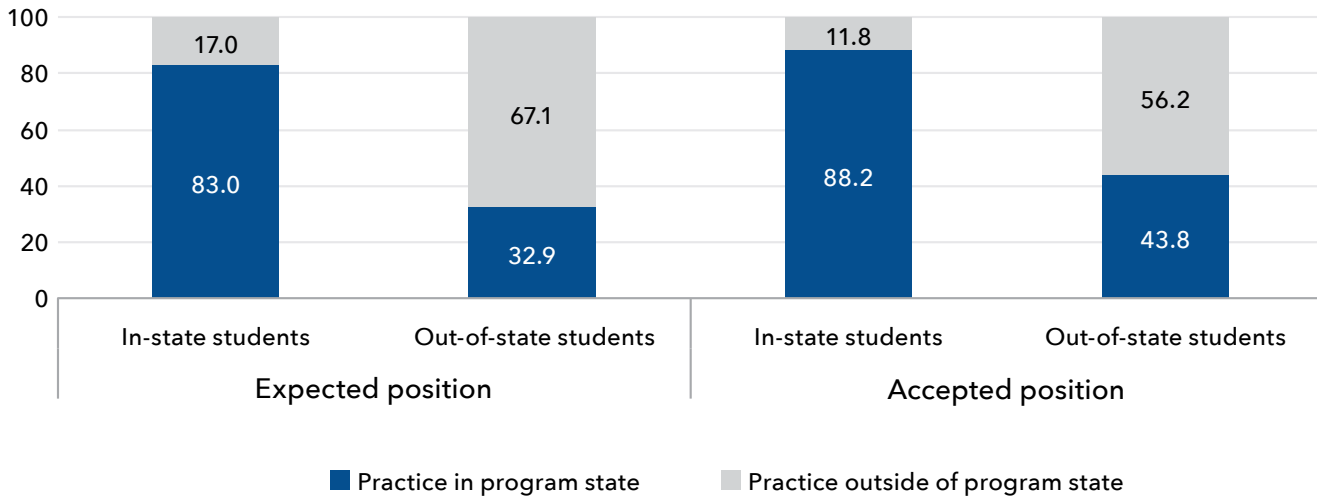
Respondents were asked to indicate whether each of 12 specialties was desirable to them. This table presents information on how many specialties respondents thought were desirable.

TABLE 28: DESIRABILITY OF SPECIALTIES (%)

	<i>n</i>	MSS			
		Undesirable	Neither Undesirable nor Desirable	Desirable	Do Not Know Enough
Behavioral/Mental health	3,485	30.4	32.9	29.3	7.2
Emergency medicine (not urgent care)	3,471	13.8	20.1	62.1	4.0
Family medicine	3,489	10.3	26.0	60.8	2.9
Geriatrics	3,479	40.8	34.5	19.4	5.3
Inpatient specialties	3,479	10.1	23.5	57.4	9.0
Internal medicine	3,484	8.6	26.0	57.5	7.9
Internal medicine specialties	3,485	4.2	16.3	72.4	7.1
Obstetrics/Gynecology/Women's health	3,485	20.4	24.5	49.0	5.1
Pediatrics	3,491	21.4	23.0	51.9	3.7
Primary care	3,493	10.4	22.9	64.3	2.4
Surgical specialties	3,491	9.3	15.2	67.2	8.3
Urgent care	3,460	17.8	30.8	47.9	3.6

	<i>n</i>	EOPS			
		Undesirable	Neither Undesirable nor Desirable	Desirable	Do Not Know Enough
Behavioral/Mental health	2090	45.5	30.8	19.9	0.4
Emergency medicine (not urgent care)	2085	18.4	18.5	59.1	0.2
Family medicine	2090	19.8	26.8	49.8	0.1
Geriatrics	2087	45.1	33.9	16.9	0.6
Inpatient specialties	2092	24.7	21.7	49.4	0.9
Internal medicine	2089	20.4	29.0	46.8	0.3
Internal medicine specialties	2085	15.3	24.0	56.5	0.5
Obstetrics/Gynecology/Women's health	2090	31.1	26.0	39.3	0.2
Pediatrics	2091	32.5	27.2	36.6	0.3
Primary care	2090	19.5	25.3	51.6	0.1
Surgical specialties	2092	26.5	17.4	52.1	0.6
Urgent care	2088	17.2	25.9	53.2	0.2

FIGURE 3: PLANS TO PRACTICE IN SAME STATE AS PROGRAM AFTER GRADUATION BY STUDENT RESIDENCY



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

TABLE 29: DESIRABILITY OF PRACTICE ENVIRONMENTS

	MSS				EOPS			
	<i>n</i>	<i>M</i>	<i>SD</i>	<i>Mdn</i>	<i>n</i>	<i>M</i>	<i>SD</i>	<i>Mdn</i>
Federal/State prison system	3458	2.3	1.0	2.0	2088	2.2	0.9	2.0
Military base(s)	3459	2.7	1.1	3.0	2083	2.5	1.0	3.0
Native American/American Indian Reservation	3463	3.0	1.0	3.0	2089	2.8	0.9	3.0
Practice outside the U.S.	3458	3.0	1.2	3.0	2086	2.5	1.1	2.0
Rural	3474	3.3	1.1	3.0	2075	3.2	1.0	3.0
Suburban	3475	4.0	0.8	4.0	2081	3.8	0.7	4.0
Urban	3476	3.8	1.0	4.0	2073	3.6	0.8	4.0
Urban underserved	3464	3.7	1.0	4.0	2066	3.4	0.9	3.0
Veterans Affairs (VA) facility	3465	3.1	1.0	3.0	2083	2.8	0.9	3.0

Note: 1 = “Very undesirable” to 5 = “Very desirable”

TABLE 30: DESIRABILITY OF WORKING IN A MEDICALLY UNDERSERVED AREA (MUA) AFTER GRADUATION

	<i>n</i>	<i>M</i>	<i>SD</i>	<i>Mdn</i>
MSS	3,464	3.7	1.1	4.0
EOPS	2,086	3.5	0.9	4.0

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

TABLE 31: DESIRABILITY OF PURSUING CAREER AS PA EDUCATOR

	<i>n</i>	<i>M</i>	<i>SD</i>	<i>Mdn</i>
Likelihood	2,097	3.3	1.1	3.0

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

SECTION 5. FINANCIAL INFORMATION

TABLE 32: HOUSEHOLD INCOME

	Considered Dependent by Parents			Not Considered Dependent by Parents		
	<i>n</i>	%	% (Cum.)	<i>n</i>	%	% (Cum.)
Less than \$25,000	11	1.6	1.6	794	33.6	33.6
\$25,000 to \$49,999	48	7.0	8.6	576	24.4	58.0
\$50,000 to \$74,999	57	8.3	16.9	367	15.5	73.5
\$75,000 to \$99,999	98	14.2	31.1	222	9.4	82.9
\$100,000 to \$124,999	110	16.0	47.1	132	5.6	88.5
\$125,000 to \$149,999	85	12.4	59.4	87	3.7	92.2
\$150,000 to \$174,999	66	9.6	69.0	56	2.4	94.5
\$175,000 to \$199,999	48	7.0	76.0	26	1.1	95.6
\$200,000 to \$249,999	65	9.4	85.5	46	1.9	97.6
\$250,000 to \$299,999	33	4.8	90.3	15	0.6	98.2
\$300,000 or higher	67	9.7	100.0	42	1.8	100.0
Total	688	100.0	--	2,363	100.0	--

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

FINANCING PRE-PA EDUCATION

Respondents were asked whether they had outstanding education loans, excluding interest, from their pre-PA educations (i.e., undergraduate and/or non-PA graduate training) prior to entering their graduate PA programs. 46.3% of 3,457 MSS respondents and 48.0% of 2,065 EOPS respondents said “Yes” they had outstanding pre-PA educational loans. Those who said “Yes” were then asked to report the amount owed on their outstanding loans by providing exact dollar amounts or by selecting the appropriate range. All tables reporting the distribution of ranges include reports of exact dollar amounts when available, which were first recoded to the correct range. Zeroes and clear outliers were removed prior to analysis.

TABLE 33: AMOUNT OF OUTSTANDING PRE-PA EDUCATIONAL LOANS (\$)

	<i>n</i>	Min	Max	<i>M</i>	<i>M (T)</i>	<i>SD</i>	P10	P25	P50 (<i>Mdn</i>)	P75	P90
MSS	1,542	500	700,000	36,315	31,924	38,277	7500	15000	26000	45000	80000
EOPS	937	1,000	500,000	47,910	42,677	45,768	10000	20000	30350	60000	100000

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

TABLE 34: AMOUNT OF OUTSTANDING PRE-PA EDUCATIONAL LOANS (RANGES)

	MSS			EOPS		
	<i>n</i>	%	% (Cum.)	<i>n</i>	%	% (Cum.)
\$1 to \$24,999	698	44.2	44.2	355	36.3	36.3
\$25,000 to \$49,999	506	32.1	76.3	273	27.9	64.2
\$50,000 to \$74,999	200	12.7	89.0	153	15.6	79.9
\$75,000 to \$99,999	75	4.8	93.7	65	6.6	86.5
\$100,000 to \$124,999	53	3.4	97.1	80	8.2	94.7
\$125,000 to \$149,999	17	1.1	98.2	3	0.3	95.0
\$150,000 to \$174,999	17	1.1	99.2	24	2.5	97.4
\$175,000 to \$199,999	2	0.1	99.4	10	1.0	98.5
\$200,000 to \$224,999	5	0.3	99.7	10	1.0	99.5
\$225,000 or more	5	0.3	100.0	5	0.5	100.0
Total	1,578	100.0	--	978	100.0	--

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

TABLE 35: SOURCES OF FINANCING FOR PRE-PA EDUCATION COSTS

	<i>n</i>	%	
Employer support (e.g., tuition reimbursement)	159	4.6	<i>Respondents were asked to indicate each source of funding for their pre-PA education costs. They were then presented with the list of all sources they had previously checked and asked to report the percentage of their funding from each source. Percentages had to sum to 100%.</i>
Family support (excludes money from spouse/partner)	1874	54.4	
Loans	1690	49.1	
Military benefits (e.g., GI Bill/VA tuition assistance)	139	4.0	
Money earned by spouse/partner	93	2.7	
Personal income and savings	1486	43.1	
Scholarships or awards from external sources	1147	33.3	
Scholarships or awards from your college/university	1834	53.2	
Work study program	399	11.6	
Other	86	2.5	
Total	3,445	--	

Note: Only matriculating students (MSS) were asked to respond to this question. Percentages will sum to more than 100% because respondents could select multiple categories.

TABLE 36: PERCENT OF PRE-PA EDUCATION COSTS PAID FOR BY EACH SOURCE (%)

	<i>n</i>	<i>M</i>	<i>SD</i>	<i>Mdn</i>
Employer support (e.g., tuition reimbursement)	130	17.7	22.7	5.0
Family support (excludes money from spouse/partner)	1,259	43.8	30.7	40.0
Loans	1,167	48.9	29.2	50.0
Military benefits (e.g., GI Bill/VA tuition assistance)	66	51.0	30.0	50.0
Money earned by spouse/partner	68	22.4	24.6	10.0
Personal income and savings	1,175	19.0	22.1	10.0
Scholarships or awards from external sources	969	18.5	21.9	10.0
Scholarships or awards from your college/university	1491	33.8	26.8	25.0
Work study program	322	7.3	6.7	5.0
Other	64	50.6	29.7	50.0

Note: Only matriculating students (MSS) were asked to respond to this question. Zeroes were removed prior to analysis.

FINANCING GRADUATE PA EDUCATION

Respondents were asked whether they had received grants, scholarships, and/ or stipends, excluding loans, for their graduate PA education. 16.5% of 3,452 MSS respondents and 32.3% of 2,065 EOPS respondents said “Yes” they received grants, scholarships, and/or stipends for their graduate PA education. Those who said “Yes” were then asked to report the amount still owed on their outstanding loans by providing exact dollar amounts or by selecting the appropriate range. All tables reporting the distribution of ranges include reports of exact dollar amounts when available, which were first recoded to the correct range. Zeroes and clear outliers were removed prior to analysis.

TABLE 37: AMOUNT OF GRANTS, SCHOLARSHIPS, OR STIPENDS (\$)

	<i>n</i>	Min	Max	<i>M</i>	<i>M (T)</i>	<i>SD</i>	P10	P25	P50 (<i>Mdn</i>)	P75	P90
MSS	479	100	405,000	20,995	15,567	36,268	1,000	2,000	8,000	20,500	50,000
EOPS	617	200	300,000	15,431	9,849	32,190	1,000	2,000	4,000	10,750	44,286

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

TABLE 38: AMOUNT OF GRANTS, SCHOLARSHIPS, OR STIPENDS (RANGES)

	MSS			EOPS		
	<i>n</i>	%	% (<i>Cum.</i>)	<i>n</i>	%	% (<i>Cum.</i>)
\$1 to \$4,999	212	39.7	39.7	343	52.7	52.7
\$5,000 to \$9,999	80	15.0	54.7	104	16.0	68.7
\$10,000 to \$14,999	52	9.7	64.4	58	8.9	77.6
\$15,000 to \$19,999	22	4.1	68.5	33	5.1	82.6
\$20,000 to \$24,999	56	10.5	79.0	24	3.7	86.3
\$25,000 to \$29,999	15	2.8	81.8	8	1.2	87.6
\$30,000 to \$49,999	32	6.0	87.8	21	3.2	90.8
\$50,000 to \$74,999	28	5.2	93.1	21	3.2	94.0
\$75,000 to \$99,999	11	2.1	95.1	12	1.8	95.9
\$100,000 or more	26	4.9	100.0	27	4.1	100.0
Total	534	100.0	--	651	100.0	--

Note: “% (*Cum.*)” refers to the cumulative percentage of respondents.

Respondents were asked whether they had taken out any education loans to finance their graduate PA education. 74.4% of 3,185 MSS respondents and 84.2% of 2,057 EOPS respondents said “Yes” they took out educational loans to pay for their graduate PA education. Those who said “Yes” were then asked to report the amount still owed on their outstanding loans by providing exact dollar amounts or by selecting the appropriate range. All tables reporting the distribution of ranges include reports of exact dollar amounts when available, which were first recoded to the correct range. Zeroes and clear outliers were removed prior to analysis.

TABLE 39: AMOUNT OF EDUCATIONAL LOANS FOR GRADUATE PA EDUCATION (\$)

	<i>n</i>	Min	Max	<i>M</i>	<i>M (T)</i>	<i>SD</i>	P10	P25	P50 (Mdn)	P75	P90
MSS	2,101	2,500	510,000	63,386	60,433	44,780	15,000	22,500	55,000	90,750	125,000
EOPS	1,643	3,000	2,080,000	108,705	106,507	70,624	40,000	72,000	100,000	140,000	170,000

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

TABLE 40: AMOUNT OF EDUCATIONAL LOANS FOR GRADUATE PA EDUCATION (RANGES)

	MSS			EOPS		
	<i>n</i>	%	% (Cum.)	<i>n</i>	%	% (Cum.)
\$1 to \$24,999	825	29.2	29.2	72	4.2	4.2
\$25,000 to \$49,999	466	16.5	45.6	140	8.2	12.4
\$50,000 to \$74,999	514	18.2	63.8	233	13.6	25.9
\$75,000 to \$99,999	386	13.6	77.4	244	14.2	40.2
\$100,000 to \$124,999	376	13.3	90.7	421	24.5	64.7
\$125,000 to \$149,999	112	4.0	94.7	220	12.8	77.5
\$150,000 to \$174,999	109	3.9	98.6	233	13.6	91.1
\$175,000 to \$199,999	16	0.6	99.1	93	5.4	96.5
\$200,000 to \$224,999	22	0.8	99.9	44	2.6	99.1
\$225,000 or more	3	0.1	100.0	16	0.9	100.0
Total	2,829	100.0	--	1,716	100.0	--

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

TABLE 41: SOURCES OF FINANCING FOR GRADUATE PA EDUCATION COSTS

	<i>n</i>	%
Employer support (e.g., tuition reimbursement)	109	3.2
Family support (excludes money from spouse/partner)	923	26.7
Loans	2,879	83.4
Military benefits (e.g., GI Bill/VA tuition assistance)	139	4.0
Money earned by spouse/partner	345	10.0
Personal income and savings	1,467	42.5
Scholarships or awards from external sources	473	13.7
Scholarships or awards from your college/university	399	11.6
Work study program	34	1.0
Other	18	0.5
Total	3,451	--

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

Note: Only matriculating students (MSS) were asked to respond to this question. Percentages will exceed 100% because respondents could select multiple categories.

TABLE 42: PERCENT OF GRADUATE PA EDUCATION COSTS PAID FOR BY EACH SOURCE (%)

	<i>n</i>	<i>M</i>	<i>SD</i>	<i>Mdn</i>
Employer support (e.g., tuition reimbursement)	50	27.4	27.6	15.0
Family support (excludes money from spouse/partner)	628	38.8	30.8	30.0
Loans	1,433	74.6	23.4	80.0
Military benefits (e.g., GI Bill/VA tuition assistance)	82	45.9	29.8	45.0
Money earned by spouse/partner	268	16.6	17.1	10.0
Personal income and savings	1,154	16.9	18.1	10.0
Scholarships or awards from external sources	275	15.6	22.0	6.0
Scholarships or awards from your college/university	266	15.7	19.0	10.0
Work study program	14	7.5	9.2	5.0
Other	10	63.0	31.7	62.5

Note: Only matriculating students (MSS) were asked to respond to this question. Zeroes were removed prior to analysis.

TABLE 43: ANTICIPATED TOTAL DEBT FROM ATTENDING PA SCHOOL

	<i>n</i>	<i>%</i>	<i>% (Cum.)</i>
\$1 to \$24,999	58	3.3	3.3
\$25,000 to \$49,999	124	7.1	10.5
\$50,000 to \$74,999	197	11.3	21.8
\$75,000 to \$99,999	248	14.3	36.1
\$100,000 to \$124,999	337	19.4	55.5
\$125,000 to \$149,999	286	16.5	72.0
\$150,000 to \$174,999	232	13.4	85.4
\$175,000 to \$199,999	162	9.3	94.7
\$200,000 or greater	92	5.3	100.0
Total	1,736	100.0	--

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

SERVICE INDEBTEDNESS & LOAN FORGIVENESS PROGRAMS

Matriculating (MSS) and Graduating (EOPS) students reported if they have already enrolled or plan to participate/apply to types of service requirement and/or loan forgiveness/repayment programs to finance their graduate, professional PA education after graduation. Percentages may exceed 100% because they could select multiple programs.

TABLE 44: SERVICE INDEBTEDNESS/LOAN FORGIVENESS PROGRAM

	Have Already Enrolled			
	MSS		EOPS	
	<i>n</i>	%	<i>n</i>	%
Armed Services (e.g., military service)	28	1.2	18	23.7
Department of Education's Public-Service Loan Forgiveness (PSLF)	1,210	52.5	16	21.1
Employer-based program (e.g., hospital-based loan repayment)	1,907	82.8	20	26.3
Indian Health Service Corps (IHSC)	254	11.0	7	9.2
National Health Service Corps (NHSC)	868	37.7	17	22.4
State loan forgiveness program	1,509	65.5	20	26.3
Veterans Affairs Education Debt Reduction Program (EDRP)	334	14.5	6	7.9
Other Uniformed Service (e.g., Center of Disease Control [CDC], Department of Health and Human Services [HHS], Public Health Service [PHS] commissioned officer corp)	437	19.0	4	5.3
Other	23	1.0	10	13.2
Total	2,304	--	76	--
	Plan to participate/apply			
	MSS		EOPS	
	<i>n</i>	%	<i>n</i>	%
Armed Services (e.g., military service)	234	7.0	74	6.1
Department of Education's Public-Service Loan Forgiveness (PSLF)	2,163	64.9	597	48.9
Employer-based program (e.g., hospital-based loan repayment)	0	0.0	1011	82.8
Indian Health Service Corps (IHSC)	3,064	91.9	94	7.7
National Health Service Corps (NHSC)	2,488	74.6	269	22.0
State loan forgiveness program	1,864	55.9	756	61.9
Veterans Affairs Education Debt Reduction Program (EDRP)	3,026	90.8	148	12.1
Other Uniformed Service (e.g., Center of Disease Control [CDC], Department of Health and Human Services [HHS], Public Health Service [PHS] commissioned officer corp)	2,927	87.8	120	9.8
Other	1,549	46.5	15	1.2
Total	3,333	--	1221	--

SECTION 6. MSS: MILITARY BACKGROUND

3.5% of respondents reported that they had served or were currently serving in the military. On average, military respondents had 7.5 years of active-duty service (SD = 5.2, Mdn = 6.0).

TABLE 45: CURRENT OR PAST MILITARY SERVICE

	<i>n</i>	%
Veteran/commitment complete	76	63.3
Regular military - active	4	3.3
Reserve military - active	34	28.3
Reserve military - inactive	4	3.3
Regular military - inactive	2	1.7
Total	120	100.0

TABLE 46: MILITARY BRANCH SERVED IN

	<i>n</i>	%
Army	62	50.8
Air Force	19	15.6
Coast Guard	4	3.3
Marine Corps	12	9.8
Navy	25	20.5
Total	122	100.0

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

TABLE 47: YEARS OF ACTIVE DUTY

	<i>n</i>	Min	Max	<i>M</i>	<i>SD</i>	P10	P25	P50 (<i>Mdn</i>)	P75	P90
Years enlisted in active duty	119	1	25	7.5	5.2	3.0	4.0	6.0	9.0	16.0

Note: Zeroes were excluded prior to analysis.

TABLE 48: HAVE MILITARY HEALTH CARE EXPERIENCE

	<i>n</i>	%
Yes	82	66.7
No	41	33.3
Total	123	100.0

66.7% of military respondents reported that they had received health care-related training or experience in the military

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

SECTION 7. MSS: EDUCATION BACKGROUND

TABLE 49: HIGHEST LEVEL OF EDUCATION PRIOR TO ENROLLING IN PA SCHOOL

	MSS		EOPS	
	<i>n</i>	%	<i>n</i>	%
Some college but no degree	73	2.1	21	1.0
Associate's degree	0	0.0	2	0.1
Bachelor of Arts	487	13.8	267	12.4
Bachelor of Science	2,612	73.8	1,584	73.3
Other Bachelor's degree (e.g., business, BFA)	45	1.3	37	1.7
Master's degree (health- or natural sciences-related; e.g., MPH)	232	6.6	185	8.6
Master's degree (not health- or natural-sciences related; e.g., MBA)	46	1.3	30	1.4
Academic doctorate (health- or natural sciences-related; e.g., Biology PhD)	8	0.2	3	0.1
Academic doctorate (not health- or natural sciences-related; e.g., EdD)	0	0.0	1	0.0
Professional doctorate (health-related; e.g., MD)	7	0.2	15	0.7
Professional doctorate (not health-related; e.g., JD)	1	0.0	0	0.0
Foreign medical graduate/unlicensed medical graduate	6	0.2	4	0.2
Other	23	0.6	11	0.5
Total	3,540	100.0	2,160	100.0

TABLE 50: UNDERGRADUATE GPA

	<i>n</i>	Min	Max	<i>M</i>	<i>SD</i>	P10	P25	P50 (<i>Mdn</i>)	P75	P90
Undergraduate GPA	3,474	2.00	4.00	3.64	0.26	3.30	3.50	3.70	3.83	3.93

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

TABLE 51: ADDITIONAL CREDITS TO SATISFY PREREQUISITE REQUIREMENTS

	<i>n</i>	Min	Max	<i>M</i>	<i>SD</i>	P10	P25	P50 (<i>Mdn</i>)	P75	P90
Additional credits	2,116	1.00	60.00	16.33	13.59	3.00	7.00	12.00	20.00	36.00

59.5% of respondents reported taking additional credits to satisfy prerequisite requirements for the PA programs to which they had applied.

TABLE 52: COSTS OF CREDITS NEEDED TO SATISFY PREREQUISITE REQUIREMENTS

	<i>n</i>	%	% (Cum.)
No cost	61	2.9	2.9
\$1 to \$499	135	6.4	9.3
\$500 to \$999	252	12.0	21.3
\$1,000 to \$1,499	252	12.0	33.3
\$1,500 to \$1,999	204	9.7	43.0
\$2,000 to \$2,499	202	9.6	52.6
\$2,500 to \$2,999	131	6.2	58.9
\$3,000 to \$3,499	120	5.7	64.6
\$3,500 to \$3,999	69	3.3	67.9
\$4,000 to \$4,499	71	3.4	71.3
\$4,500 to \$4,999	66	3.1	74.4
\$5,000 to \$5,499	102	4.9	79.2
\$5,500 to \$5,999	47	2.2	81.5
\$6,000 to \$6,499	71	3.4	84.9
\$6,500 to \$6,999	42	2.0	86.9
\$7,000 or more	276	13.1	100.0
Total	2,101	100.0	--

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

SECTION 8. MSS: EMPLOYMENT HISTORY

TABLE 53: PRIOR HEALTH CARE EMPLOYMENT

	<i>n</i>	%
Medical assistant	998	32.2
Nursing assistant	960	31.0
Scribe	810	26.1
EMT/paramedic	609	19.7
Emergency room technician	292	9.4
Home health aide	279	9.0
Phlebotomist	248	8.0
Clinical research coordinator/assistant	212	6.8
Pharmacy technician	158	5.1
Physical therapy assistant	137	4.4
Medical reception/records	119	3.8
Ophthalmic technician/assistant	105	3.4
Athletic trainer	100	3.2
Medical lab technician	100	3.2
Medical technician	100	3.2
Healthcare administrator	77	2.5
Surgical technician/assistant	70	2.3
Nutritionist/dietitian	57	1.8
Medic or medical corpsman	45	1.5
Dental assistant/hygienist	44	1.4
Total	3,098	-

94.8% of respondents reported having been employed in a health care field. These respondents were then asked to indicate what other health care field they had been employed in prior to PA school. The top 20 most reported categories of prior employment are reported here. Respondents were asked to exclude internships or other experiences related to the completion of a degree.

Note: There were a total of 40 categories of prior employment. The top 20 most reported categories are reported here. Percentages may sum to more than 100 because respondents could select multiple categories.

TABLE 54: LENGTH OF HEALTH CARE EMPLOYMENT

	<i>n</i>	<i>M</i>	<i>M (T)</i>	<i>SD</i>	P10	P25	P50 (Mdn)	P75	P90
Direct patient contact (e.g., nurse or nursing aide)									
Weeks	3,020	134.0	116.8	128.4	33.1	56.0	100.0	156.0	260.0
Hours per week	3,001	33.2	33.4	11.3	16.0	25.0	37.5	40.0	40.0
Subtotal (hours)	2,977	4,545.1	3,845.4	5,024.3	800.0	1680.0	3120.0	5400.0	9360.0
Health care setting (indirect patient contact; e.g., medical secretary)									
Weeks	1,501	90.7	75.5	112.4	12.0	26.0	52.0	104.0	200.0
Hours per week	1,486	24.9	24.8	14.1	5.0	10.0	25.0	40.0	40.0
Subtotal (hours)	1,468	2,417.6	1,890.0	3,691.8	100.0	400.0	1248.0	3000.0	6000.0

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

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

TABLE 55: COMMUNITY SERVICE (WEEKS)

	Paid experiences		Volunteer experiences		Service learning experiences associated with completion of academic studies	
	<i>n</i>	<i>%</i>	<i>n</i>	<i>%</i>	<i>n</i>	<i>%</i>
International medical	21	10.0	625	28.6	106	23.7
International non-medical	12	5.7	403	18.4	84	18.8
U.S. medical	162	76.8	1,122	51.4	164	36.6
U.S. non-medical	81	38.4	1,493	68.3	243	54.2
Total	211	100.0	2,185	100.0	448	100.0

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

64.7% of respondents reported having participated in paid or volunteer community service work, such as Peace Corps, AmeriCorps, service-learning activities, and mission work. There was a greater than 10% increase in volunteer experience compared to the previous administration.

SECTION 9. MSS: APPLICATION TO PA SCHOOL

TABLE 56: WHEN STUDENT DECIDED TO BECOME A PA

	<i>n</i>	%
Before high school	53	1.7
During high school/before college	672	21.7
During the first two years of college	981	31.7
After receiving an associate degree	76	2.5
During junior year of college	530	17.1
During senior year of college	269	8.7
After receiving a bachelor's degree	728	23.5
During advanced/graduate training or degree (non-PA)	83	2.7
After completing an advanced/graduate training or degree (non-PA)	137	4.4
Total	3,098	--

TABLE 57: REASONS TO BECOME A PA

	<i>n</i>	%
Desire to care for patients	3,118	89.0
Mobility within PA specialties	3,034	86.6
Work-life balance	2,944	84.1
Excitement of health care	2,658	75.9
Length of education	2,590	74.0
Financial stability	2,548	72.8
A "calling" to the healthcare profession	2,182	62.3
Desire to influence the direction of health care	1,701	48.6
Cost of education/affordability	1,236	35.3
Graduate-level education	1,052	30.0
Other health professions were less appealing	1,027	29.3
Geographic mobility	986	28.2
Prestige	582	16.6
Other	87	2.5
Total	3,502	--

Respondents were asked to select all the reasons they chose to pursue a PA career, from a list of 14 choices.

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

TABLE 58: INFLUENCES ON DECISION TO BECOME A PA

	n	%
Previous healthcare experience	2,609	74.0
PA who treated me/my family	1,519	43.1
Other PA acquaintance	1,434	40.7
Family members	1,274	36.1
Friend	1,257	35.6
PA program faculty/staff	919	26.1
Physician who treated me/my family	798	22.6
Other health professional	762	21.6
Social media (e.g., YouTube, Facebook)	563	16.0
Other physician acquaintance	538	15.3
PA program literature	495	14.0
College/campus admissions department	457	13.0
Career counselor/teacher (high school or college)	451	12.8
AAPA website/literature	336	9.5
Public media (e.g., television, newspaper, radio)	231	6.6
PAEA website/literature	215	6.1
Other	76	2.2
Project Access	22	0.6
Total	3,526	--

Respondents were asked to select all the influences that made them decide to pursue a PA career, from a list of 18 choices.

*Note: Percentages may sum to more than 100% because respondents could select multiple reasons. * indicates that these categories were recoded from students' write-in responses to an "Other" influence.*

CONSIDERATION OF CAREER IN ANOTHER HEALTH PROFESSION

43.5% of respondents indicated that they applied to or seriously considered a career in another health profession. Students who indicated that they had applied to or seriously considered a career in another health profession were asked to report why they had chosen to pursue a career as a PA instead.

TABLE 59: REASONS TO PURSUE CAREER AS PA INSTEAD OF OTHER HEALTH PROFESSIONAL

	<i>n</i>	%
Ability to change specialties	1,261	82.3
Work-life balance	1,243	81.1
Length of PA education was shorter	1,040	67.9
Wanted to spend more time providing direct patient care	952	62.1
PA scope of practice	839	54.8
Opportunity to work in a team environment	752	49.1
Wanted to work in the medical model	676	44.1
Cost of attending PA school was lower	607	39.6
Wanted collaborating physician relationship	597	39.0
PA education provided the right amount of intellectual challenge	530	34.6
Was not accepted by another health professions program	100	6.5
Other	45	2.9
Total	1,532	-

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

PA PROGRAM APPLICATIONS

27.9% of respondents indicated that they had previously applied to PA school. Respondents who indicated that they had previously applied to PA school were asked to report the number of years they had applied, including the current year. On average, applicants had applied for 2.2 years (Mdn = 2.0, SD = 1.2)

TABLE 60: PA PROGRAM APPLICATIONS, INTERVIEWS, AND ACCEPTANCES

	<i>n</i>	<i>M</i>	<i>M(T)</i>	<i>Mdn</i>	<i>SD</i>
Number of PA programs applied to	3,488	8.7	8.3	8.0	6.0
Number of PA programs where granted an interview	3,466	3.6	3.3	3.0	2.7
Number of PA program acceptances	3,486	1.9	1.7	1.0	1.5

TABLE 61: INTERVIEW AND ACCEPTANCE RATES (%)

	<i>n</i>	<i>M</i>	<i>M(T)</i>	<i>Mdn</i>	<i>SD</i>
Interview rate	3,464	51.1	50.7	50.0	28.7
Acceptance rate	3,482	33.7	31.6	25.0	28.8

Interview rates were calculated by dividing student reports of the number of programs granting interviews by the number of programs applied to. Acceptance rates were calculated by dividing student reports of the number of programs at which they were accepted by the number of programs applied to. Zeroes and respondents who reported more interviews or acceptances than submissions were excluded.

TABLE 62: COSTS OF APPLYING TO PA SCHOOL

	<i>n</i>	%	% (Cum.)
No cost (\$)	97	2.8	2.8
\$1 to \$499	564	16.1	18.9
\$500 to \$999	773	22.1	41.0
\$1,000 to \$1,499	727	20.8	61.8
\$1,500 to \$1,999	466	13.3	75.1
\$2,000 to \$2,499	327	9.3	84.4
\$2,500 to \$2,999	179	5.1	89.6
\$3,000 to \$3,499	131	3.7	93.3
\$3,500 to \$3,999	62	1.8	95.1
\$4,000 to \$4,499	52	1.5	96.6
\$4,500 to \$4,999	16	0.5	97.0
\$5,000 to \$5,499	36	1.0	98.1
\$5,500 to \$5,999	15	0.4	98.5
\$6,000 to \$6,499	19	0.5	99.0
\$6,500 to \$6,999	8	0.2	99.3
\$7,000 or more	26	0.7	100.0
Total	3,401	100.0	--

Students were asked to estimate how much they had spent applying to PA school, including fees and cost of interviews, for the current year. Students were asked to exclude costs from campus visits that were not associated with an interview, other non-mandatory expenses (e.g., interview clothes), prerequisite coursework, or the cost of applying to PA school in previous years.

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

TABLE 63: PAID SERVICES USED TO PREPARE APPLICATION TO PA SCHOOL

	<i>n</i>	%
GRE prep materials or services outside of a formal course	1,659	70.8
Admissions books or other materials	643	27.5
Hiring assistance for preparing personal statements	628	26.8
GRE prep course	541	23.1
Hiring an interview coach	510	21.8
Hiring an admissions consultant	122	5.2
MCAT prep materials or services outside of a formal course	102	4.4
MCAT prep course	72	3.1
Other	42	1.8
Total	2,342	--

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

TABLE 64: IMPORTANCE OF PROGRAM ATTRIBUTES IN APPLYING TO PROGRAMS

	n	% Considered	M	SD	Mdn
Program accreditation status	3,522	99.0	3.5	0.7	4.0
High PANCE pass rates	3,523	98.2	3.5	0.7	4.0
Many opportunities to gain clinical experience (e.g., rotations)	3,519	97.9	3.4	0.7	3.0
Good program reputation	3,518	98.9	3.3	0.7	3.0
Accessible/Responsive faculty	3,514	95.6	3.2	0.8	3.0
Good faculty reputation	3,516	96.0	3.2	0.7	3.0
Quality program facilities (e.g., labs and equipment)	3,524	97.7	3.1	0.8	3.0
Desirable program location	3,522	97.3	3.1	0.9	3.0
Program mission consistent with personal values	3,521	95.9	3.1	0.9	3.0
Rigorous clinical curriculum	3,520	91.7	2.8	0.8	3.0
Small class size/student faculty ratio	3,519	94.3	2.7	0.9	3.0
Required few or no prerequisites beyond what was already completed	3,520	90.2	2.6	1.0	3.0
Opportunities to participate in community service	3,521	91.1	2.6	0.9	3.0
Diverse student body	3,513	84.5	2.5	0.9	3.0
Program is part of a hospital or clinic system	3,519	86.0	2.5	0.9	2.0
Diverse faculty	3,518	82.1	2.4	0.9	2.0
High likelihood of admission	3,522	87.9	2.4	0.9	2.0
Program offers scholarships and financial aid	3,519	83.4	2.4	1.0	2.0
Low tuition	3,508	88.6	2.3	0.9	2.0
How long since program was established	3,524	88.7	2.3	0.9	2.0
Dual degree offered (e.g. PA plus MPH)	3,511	45.9	1.6	0.8	1.0

Note: "n" refers to all students who responded to each item. "% Considered" indicates the proportion of respondents who considered each attribute when deciding which PA program to apply to. Those who did consider a factor rated its importance on a 4-point scale, where 1 = "Not important" and 4 = "Essential." Items are ordered by their average importance.

TABLE 65: EXPERIENCES INFLUENCING CHOICE TO ATTEND CURRENT PA PROGRAM

	<i>n</i>	Made Student NOT Want to Attend (%)	No Influence (%)	Made Student WANT to Attend (%)
Conversations with program faculty and staff	3,328	1.2	7.1	91.7
Program interview experience	3,413	2.2	9.4	88.4
Conversations with current students	3,084	1.3	14.6	84.2
Conversations with program alumni	2,461	1.2	19.9	79.0
Program admissions outreach/recruitment efforts	2,660	1.5	36.8	61.7

TABLE 66: IMPORTANCE OF PROGRAM CURRICULUM TOPICS

	<i>n</i>	<i>M</i>	<i>M(T)</i>	<i>Mdn</i>	<i>SD</i>
Disease prevention/Health maintenance	3,500	3.5	3.6	4.0	0.6
Culturally appropriate care for diverse populations	3,500	3.4	3.5	4.0	0.7
Burnout prevention/Provider well-being	3,505	3.3	3.4	3.0	0.7
Health equity/Social determinants of health	3,501	3.3	3.3	3.0	0.7
Substance use disorders	3,502	3.2	3.3	3.0	0.7
Public health	3,499	3.2	3.3	3.0	0.7
Implicit bias training	3,496	3.2	3.2	3.0	0.8
Role of community health	3,505	3.1	3.2	3.0	0.7
Social justice/Anti-racism training and curriculum	3,501	3.1	3.2	3.0	0.9
Nutrition	3,500	3.1	3.1	3.0	0.7
Palliative/End of life care	3,503	3.1	3.1	3.0	0.8
Leadership training	3,499	3.0	3.0	3.0	0.8
Telemedicine	3,502	2.7	2.8	3.0	0.8
Oral health	3,498	2.6	2.6	3.0	0.8

Note: "n" represents the total number of students who had considered each program curriculum topic when choosing which PA programs they would like to attend. Students then reported how important it was to them that their PA program's curriculum covered each topic on a scale from 1 = "Not important" to 4 = "Essential." Items are ordered by their average importance.

SECTION 10. EOPS: EXPERIENCES IN PA SCHOOL

The following questions were drawn from the Psychological Sense of School Membership Scale. Respondents were asked to rate each statement on a 5-point scale, where 1 = “Not at all true” to 5 = “Completely true.” Goodenow C. The Psychological Sense of School Membership among adolescents: scale development and education correlates.

Psychology in the Schools. 1993;30(1):79-90. doi: 10.1002/1520-6807(199301)30:13.0.CO;2-X .

A composite Psychological Sense of School Membership Score was obtained by reverse-scoring the negatively phrased questions, then averaging all items. On average, students scored 4.1 (SD = 0.9, Mdn = 4.3).

TABLE 67: PSYCHOLOGICAL SENSE OF SCHOOL MEMBERSHIP

	<i>n</i>	<i>M</i>	<i>Mdn</i>	<i>SD</i>
I am treated with as much respect as other students in my PA program	2,151	4.4	5.0	1.0
I can really be myself in my PA program	2,150	4.1	4.0	1.1
Sometimes I feel as if I don't belong in my PA program	2,152	2.1	2.0	1.3
I wish I were in a different PA program	2,152	1.9	1.0	1.3

Note: 1 = “Not at all true” to 5 = “Completely true.”

SATISFACTION WITH PROGRAM

TABLE 68: OVERALL SATISFACTION WITH PROGRAM AND CAREER CHOICE

	<i>n</i>	<i>M</i>	<i>Mdn</i>	<i>SD</i>
I would recommend the PA career to others	2,152	4.5	5.0	0.7
If I could revisit my career choice again, I would attend school to become a PA	2,151	4.4	5.0	0.9
Overall, I am satisfied with the quality of my PA education.	2,150	4.2	4.0	0.9
If I could revisit my program choice again, I would attend the same program	2,153	4.0	4.0	1.1

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

TABLE 69: SATISFACTION WITH PROGRAM ATTRIBUTES

	<i>n</i>	<i>M</i>	<i>Mdn</i>	<i>SD</i>
PANCE pass rates	2,058	4.5	5.0	0.7
Class size/student-faculty ratio	2,149	4.4	5.0	0.8
Program mission consistent with personal values	2,137	4.3	4.0	0.8
Program reputation	2,130	4.2	4.0	0.9
Rigor or clinical curriculum	2,149	4.2	4.0	0.8
Faculty reputation	2,137	4.1	4.0	1.0
Quality of program facilities (e.g., labs and equipment)	2,138	4.1	4.0	1.0
Accessibility/Responsiveness of faculty	2,150	4.0	4.0	1.1
Opportunities to gain clinical experience (e.g., rotations)	2,151	4.0	4.0	1.1
Opportunities to participate in community service	2,081	3.9	4.0	1.0
Affiliation with a hospital or clinic system	1,972	3.8	4.0	1.2
Diversity of faculty	2,119	3.6	4.0	1.1
Diversity of student body	2,126	3.6	4.0	1.1
Scholarships and financial aid	2,006	3.2	3.0	1.1
Tuition	2,142	3.0	3.0	1.2

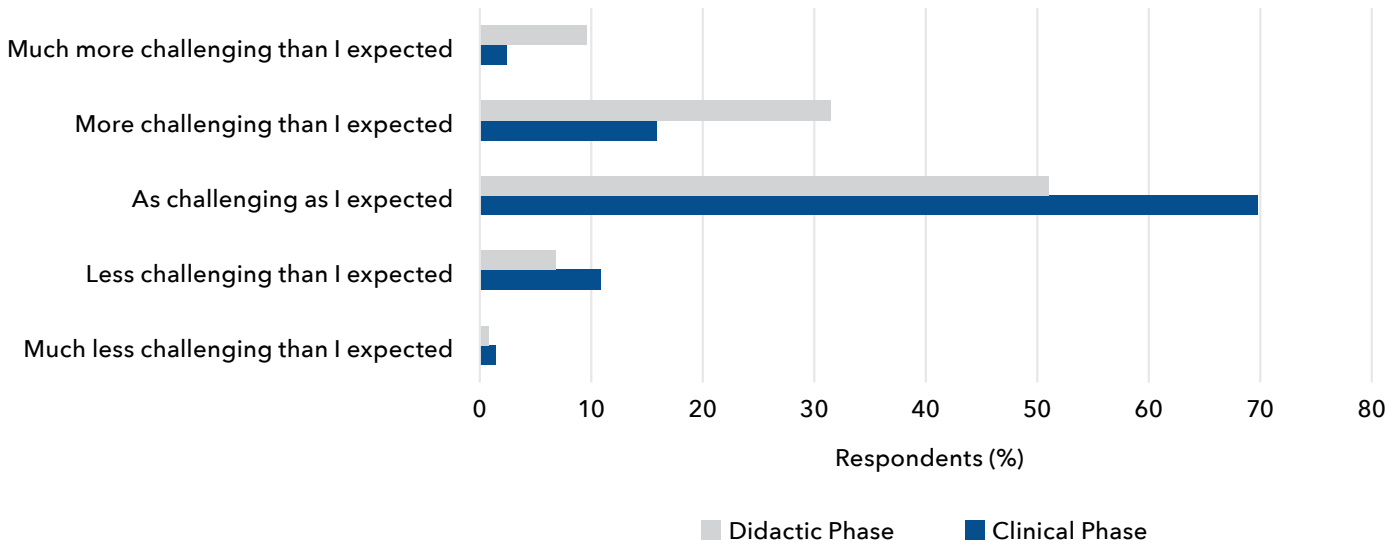
Note: 1 = "Very dissatisfied" to 5 = "Very satisfied." "N/A" responses were excluded prior to analysis.

TABLE 70: SATISFACTION WITH INSTITUTIONAL STUDENT SUPPORT SERVICES

	<i>n</i>	<i>M</i>	<i>Mdn</i>	<i>SD</i>
Counseling/Mental health center	2,103	5.0	5.0	1.8
Faculty advising	2,102	4.1	4.0	1.2
Institutional computing (technology)/Help desk	2,102	4.6	4.0	1.4
Library/Learning resource center	2,103	4.4	4.0	1.1
Program-provided tutoring	2,103	4.8	5.0	1.7
Registrar	2,097	4.3	4.0	1.3
Student health center	2,095	4.7	4.0	1.5
Student success center/ADA office	2,098	5.2	5.0	1.7

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

FIGURE 4: HOW CHALLENGING WAS PA EDUCATION



EXPERIENCES IN THE DIDACTIC PHASE

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

TABLE 71: HOW WELL DIDACTIC COURSES PREPARED STUDENTS FOR CLINICAL ROTATIONS

	<i>n</i>	% Reporting	<i>M</i>	<i>Mdn</i>	<i>SD</i>
Anatomy	2,121	99.1	3.1	3.0	0.9
Biochemistry	932	43.5	2.6	3.0	0.9
Biostatistics/Epidemiology	1,381	64.5	2.6	3.0	0.9
Clinical experiences during the didactic portion of the curriculum	1,846	86.2	3.0	3.0	0.9
Clinical medicine*	2,125	99.3	3.4	3.0	0.7
Clinical/Technical skills	2,125	99.3	3.0	3.0	0.8
Ethics/Bioethics	1,887	88.1	3.0	3.0	0.8
Genetics	1,230	57.4	2.6	2.0	0.9
Interpretation of literature/Evidence	2,060	96.2	2.9	3.0	0.9
Lab interpretation/Diagnosis	2,104	98.3	3.0	3.0	0.8
Microbiology	1,348	63.0	2.8	3.0	0.9
Neuroscience	1,306	61.0	2.8	3.0	0.9
Patient communication skills/History	2,129	99.4	3.5	4.0	0.6
Pathology/Pathophysiology	2,044	95.5	3.1	3.0	0.8
Pharmacology	2,132	99.6	3.0	3.0	0.9
Physiology	2,052	95.8	3.1	3.0	0.8

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

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

TABLE 72: EVALUATION OF DIDACTIC INSTRUCTION IN TOPIC AREAS (%)

	<i>n</i>	Received no instruction	Insufficient	Appropriate	Excessive
Burnout prevention/Provider wellbeing	2,138	8.3	25.4	63.6	2.6
Culturally appropriate care for diverse populations	2,139	1.8	17.5	75.9	4.8
Disease prevention/Health maintenance	2,138	0.2	4.0	90.2	5.6
Health equity/Social determinants of health	2,137	1.5	10.9	81.4	6.1
Implicit bias training	2,137	4.4	12.7	77.0	5.9
Leadership training	2,139	10.1	22.8	64.8	2.2
Nutrition	2,135	3.7	29.8	64.9	1.7
Oral health	2,136	5.2	26.9	65.4	2.4
Palliative/End of life care	2,136	3.4	25.1	69.8	1.7
Public health	2,134	2.0	13.9	81.0	3.1
Role of community health and social service agencies	2,139	3.6	20.9	73.2	2.4
Social justice/Anti-racism training and curriculum	2,138	8.2	23.5	62.3	6.0
Substance use disorders/Addiction medicine	2,138	0.7	8.3	85.0	6.0
Telemedicine	2,137	15.9	24.4	56.1	3.7

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

EXPERIENCES IN THE CLINICAL PHASE

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

- Emergency medicine
- Family medicine
- Internal medicine
- Pediatrics
- Surgery
- Obstetrics/Gynecology/Women's health
- Psychiatry/Behavioral medicine

TABLE 73: QUALITY OF CLINICAL ROTATION EDUCATIONAL EXPERIENCES (%)

	n	% Reporting	Poor	Fair	Good	Excellent
Emergency medicine	2,136	99.9	2.2	8.7	30.6	58.4
Family medicine	2,136	99.9	5.5	10.3	31	53.1
Internal medicine	2,138	100.0	5.4	13.1	35.6	45.9
Pediatrics	2,134	99.8	8.2	17.4	31.3	43.1
Surgery	2,137	100.0	6.5	15.7	30.6	47.2
Obstetrics/Gynecology/Women's health	2,138	100.0	10.9	16.2	31.4	41.5
Psychiatry/Behavioral medicine	2,136	99.9	10.2	16.2	33.3	40.4

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

TABLE 74: EXPERIENCES WITH PRECEPTORS DURING CLINICAL ROTATIONS

	<i>n</i>	% Yes
Emergency medicine		
Observed by preceptor taking patient history	2,118	71.6
Observed by preceptor performing physical exam	2,116	76.5
Observed by preceptor performing technical procedures	2,118	95.8
Given mid-point feedback by preceptor	2,115	87.0
Family medicine		
Observed by preceptor taking patient history	2,118	70.4
Observed by preceptor performing physical exam	2,115	76.1
Observed by preceptor performing technical procedures	2,113	85.2
Given mid-point feedback by preceptor	2,111	89.1
Internal medicine		
Observed by preceptor taking patient history	2,115	69.7
Observed by preceptor performing physical exam	2,107	75.0
Observed by preceptor performing technical procedures	2,101	77.8
Given mid-point feedback by preceptor	2,109	86.2
Pediatrics		
Observed by preceptor taking patient history	2,111	72.3
Observed by preceptor performing physical exam	2,111	79.5
Observed by preceptor performing technical procedures	2,103	80.1
Given mid-point feedback by preceptor	2,108	85.4
Surgery		
Observed by preceptor taking patient history	2,109	65.9
Observed by preceptor performing physical exam	2,109	73.6
Observed by preceptor performing technical procedures	2,110	95.9
Given mid-point feedback by preceptor	2,110	84.6
Obstetrics/Gynecology/Women's health		
Observed by preceptor taking patient history	2,115	67.7
Observed by preceptor performing physical exam	2,115	83.2
Observed by preceptor performing technical procedures	2,110	88.9
Given mid-point feedback by preceptor	2,110	81.8
Psychiatry/Behavioral medicine		
Observed by preceptor taking patient history	2,118	72.3
Observed by preceptor performing physical exam	2,111	67.4
Observed by preceptor performing technical procedures	2,101	65.8
Given mid-point feedback by preceptor	2,110	80.5

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

TABLE 75: CLINICAL ROTATION SETTINGS

	n	% Yes
Medically underserved areas (MUA), medically underserved populations (MUP), or health professional shortage area (HPSA)	1,868	58.7
Substance Use Disorder (SUD) practice	2,055	35.6
Community health center (CHC)	1,946	35.5
Critical access hospital (CAH)	1,633	28.7
Other federally qualified health center (FQHC)	1,681	22.7
Department of Veterans Affairs (VA) medical facility	2,077	17.8
Correctional facility	2,061	4.8

Note: Students were asked to indicate whether they had completed a rotation at any of these locations. Only students who selected at least one of these settings were included in this table. "% Yes" refers to the proportion of respondents who indicated that they had completed a rotation at each setting.

TABLE 76: PARTICIPATION IN MEDICATION-ASSISTED TREATMENT (MAT) WAIVER TRAINING DURING PA SCHOOL

	n	% Yes
No, did not participate in any MAT waiver training	546	18.0
Yes, participated in MAT waiver training during PA school		
Completed MAT waiver training during PA school	1,281	42.2
Participated in some MAT waiver training during PA school and plan to complete training following graduation	168	5.5
Participated in some MAT waiver training during PA school and do not plan to complete the training	67	2.2
Subtotal	1,516	50.0
Total	3,032	100.0

MAT is the use of medications to treat persons with opioid use disorder. The 3 medications approved by the Food and Drug Administration for MAT are methadone, buprenorphine, and naltrexone.

Students that did not participate in any MAT waiver training were asked if they planned on completing MAT waiver training after graduation; 1= "Definitely will not" to 5="Definitely will" (M=3.2, SD=.8, Mdn=3.0).

TABLE 77: IMPORTANCE THAT POSITION AFTER GRADUATION ALLOWS USE OF MAT WAIVER

	n	M	Mdn	SD
Importance of ability to use MAT waiver	1,442	2.0	2.0	0.8

Note: This question was only asked of respondents who indicated participation in MAT waiver training during PA school. 1 = "Not important" to 4 = "Essential."

EXPERIENCES WITH INTERPROFESSIONAL EDUCATION (IPE)

IPE was defined as “curricular activities where PA students had the opportunity to learn with students from different health professions programs.” 85.5% of students reported participating in required IPE, and 3.9% were unsure whether they had participated. Among the 10.6% of students who did not participate in required IPE, 54.4% indicated that they would have liked the opportunity to learn with students from different health professions programs. Respondents who had IPE experiences were asked to report their agreement with the statement, “The learning experience(s) with students from different health professions helped me gain a better understanding of the roles of other professions in patient care.” Overall, 78.2% of respondents agreed with the statement. Further, respondents who had IPE experiences were asked to assess the amount of IPE experiences and interactions they had during their PA programs. 75.1% of respondents indicated that they had the right amount of IPE. 14.9% wanted more IPE, and 10.0% would have liked less.

CONFIDENCE IN PA COMPETENCIES

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

Cultural Humility Openness toward understanding and respecting important aspects of other people’s cultural identities

Health Care Finance and Systems Includes ability to articulate the essential aspects of value-based health care and apply this understanding to the delivery of safe and quality care

Health Literacy and Communication Includes ability to effectively and sensitively communicate with patients as partners

Interprofessional Collaborative Practice and Leadership Includes ability to act as a leader in a collaborative team providing patient-focused health care

Professional and Legal Aspects of Health Care Includes ability to practice medicine consistent with standards of care, laws, and regulations while being attuned to advancing social justice

Self-Assessment and Ongoing Professional Development Awareness of personal and professional limitations and commitment to addressing gaps and refining knowledge throughout career

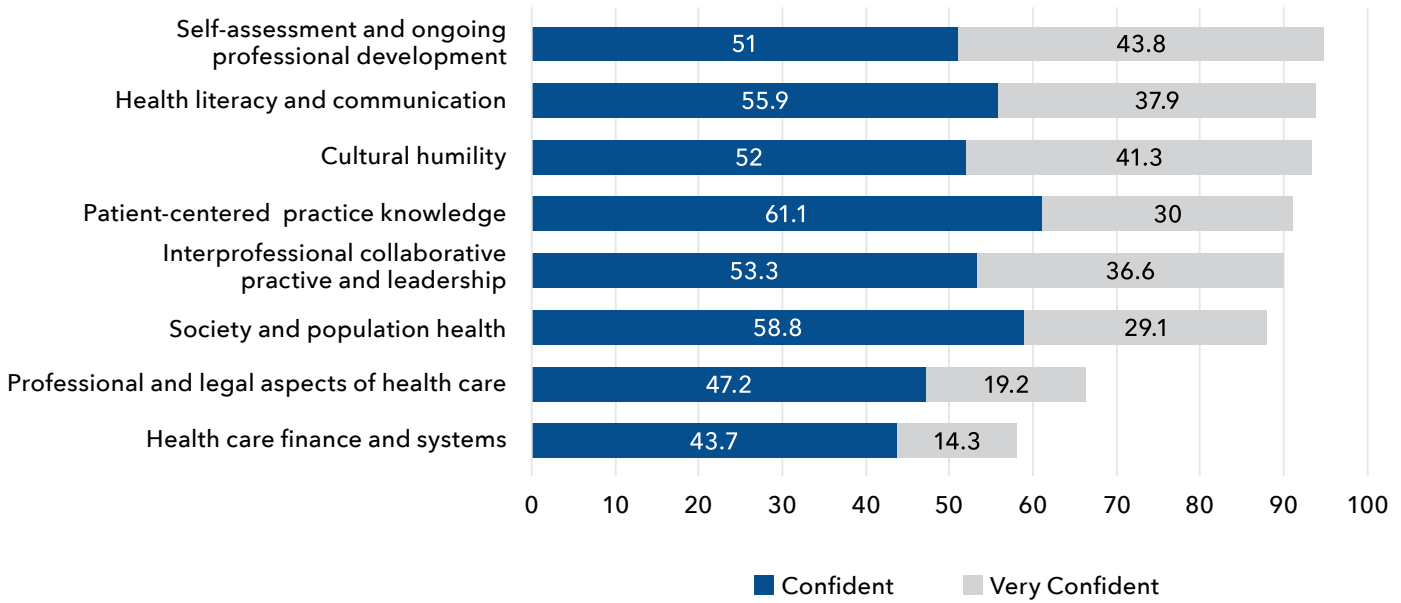
Society and Population Health Includes ability to recognize own biases and limitations and to integrate knowledge of social determinants of patient health into care decisions

TABLE 78: CONFIDENCE IN PA COMPETENCIES

	<i>n</i>	<i>M</i>	<i>Mdn</i>	<i>SD</i>
Cultural humility	2,114	4.3	4.0	0.6
Health care finance and systems	2,114	3.6	4.0	0.9
Health literacy and communication	2,111	4.3	4.0	0.6
Interprofessional collaborative practice and leadership	2,112	4.2	4.0	0.7
Patient-centered practice knowledge	2,114	4.2	4.0	0.6
Professional and legal aspects of health care	2,116	3.8	4.0	0.9
Self-assessment and ongoing professional development	2,113	4.4	4.0	0.6
Society and population health	2,114	4.2	4.0	0.7

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

FIGURE 5: CONFIDENCE IN PA COMPETENCIES



SECTION 11. EOPS: EMPLOYMENT PLANS

TABLE 79: EMPLOYMENT STATUS

	<i>n</i>	%
I have not yet started my job search	310	14.7
I plan to apply for/have already applied for postgraduate PA training (e.g., residency, fellowship)	62	2.9
I have submitted job applications but have not yet received an invitation to interview	416	19.8
I have had at least one interview or invitation to interview but have not yet received a job offer	578	27.5
I have received at least one job offer but have not accepted a position	229	10.9
I have accepted a job offer	508	24.2
Total	2,103	100.0

35.0% of graduating PA students had either accepted or received at least one job offer.

APPLICATIONS TO PA RESIDENCIES & JOBS

TABLE 80: RESIDENCY SPECIALITIES

	<i>n</i>	%
Emergency medicine	24	39.3
Surgery	14	23.0
Hospitalist	12	19.7
Other	12	19.7
Critical care/trauma	8	13.1
Acute care medicine	7	11.5
Orthopedic surgery	7	11.5
Urgent care	7	11.5
Internal medicine	6	9.8
Family medicine	5	8.2
Cardiothoracic	4	6.6
OB-GYN	4	6.6
Pediatrics	4	6.6
Cardiology	3	4.9
Hematology/oncology	3	4.9
Neonatology	2	3.3
Otolaryngology	2	3.3
Psychiatry	2	3.3
Urology	2	3.3
Total	61	--

Respondents who indicated that they had applied to or planned to apply to a PA residency were asked to indicate the residency specialty/ subspecialty. These specialties were drawn from a list of all PA residency programs available from the Association of Postgraduate PA Programs as of December 2018

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

TABLE 81: NUMBER OF JOB APPLICATIONS SUBMITTED

	<i>n</i>	<i>M</i>	<i>M (T)</i>	<i>Mdn</i>	<i>SD</i>
Students who have not yet accepted a position	1214	13.3	11.0	8.0	15.8
Students who have accepted a position	501	9.9	7.2	4.0	15.9

Students were asked to report the number of job applications they had submitted. Data are presented separately for students who had and had not already accepted a position at the time of survey completion.

ACCEPTED POSITIONS

Only graduating students who indicated that they had accepted at least one job offer responded to questions in this section. 96.1% of accepted positions were full-time. 48.3% reported that their accepted job was located at a site where they had completed a rotation.

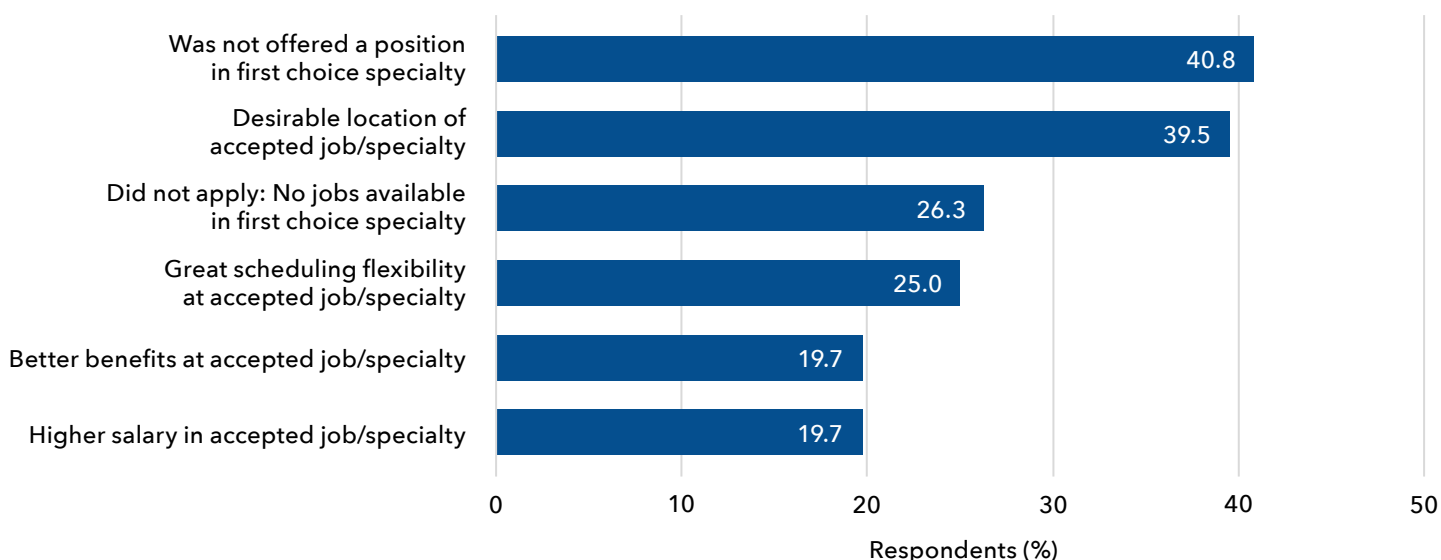
TABLE 82: SPECIALTY PRACTICE IN WHICH POSITION WAS ACCEPTED

	<i>n</i>	%
Behavioral and mental health care	10	2.1
Emergency medicine (not urgent care)	73	15.5
Family medicine	42	8.9
Geriatrics	2	0.4
Inpatient specialties (e.g., critical care, hospitalist)	45	9.6
Internal medicine	34	7.2
Internal medicine specialties (e.g., cardiology, endocrinology, gastroenterology, infectious disease, nephrology, oncology/hematology, rheumatology)	84	17.9
Obstetrics/Gynecology/Women's health	8	1.7
Pediatrics	15	3.2
Primary care	56	11.9
Surgical specialties (e.g., cardiovascular/cardiothoracic, neurosurgery, orthopedic, plastic, urologic)	157	33.4
Urgent care	21	4.5
Total	470	--

Of the 470 students who reported the specialties/subspecialties in which they had accepted positions, 5.1% reported accepting positions in multiple specialties.

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

FIGURE 6: REASONS TO ACCEPT NON-FIRST-CHOICE SPECIALTY



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

The 4.3% of students who reported accepting a position that was not in their first-choice specialty were asked to indicate all the reasons why they accepted a job outside of their first-choice specialty

POSITION FEATURES

The following tables and figures present data from the 94.9% of respondents who reported accepting a position in a single specialty.

TABLE 83: GEOGRAPHIC DISTRIBUTION OF ACCEPTED JOBS

	<i>n</i>	%
Northeast Region		
New England Division	34	7.7
Middle Atlantic Division	89	20.0
Subtotal	123	27.7
Midwest Region		
East North Central Division	76	17.1
West North Central Division	42	9.5
Subtotal	118	26.6
South Region		
South Atlantic Division	67	15.1
East South Central Division	18	4.1
West South Central Division	44	9.9
Subtotal	129	29.1
West Region		
Mountain Division	34	7.7
Pacific Division	40	9.0
Subtotal	74	16.7
Total	444	-

TABLE 84: SALARY OF ACCEPTED JOB

	<i>n</i>	%	% (Cum.)
\$49,999 or less	0	0.0	0.0
\$50,000 to \$59,999	5	1.1	1.1
\$60,000 to \$69,999	7	1.6	2.7
\$70,000 to \$79,999	10	2.3	5.0
\$80,000 to \$89,999	40	9.0	14.0
\$90,000 to \$99,999	109	24.5	38.5
\$100,000 to \$109,999	146	32.9	71.4
\$110,000 to \$119,999	56	12.6	84.0
\$120,000 to \$129,999	44	9.9	93.9
\$130,000 or more	11	2.5	96.4
\$140,000 to \$149,999	8	1.8	98.2
\$150,000 to \$159,999	5	1.1	99.3
\$160,000 or more	3	0.7	100.0
Total	444	100	--

57.0% of respondents indicated that their salary was about what was expected. 18.7% expected a higher salary, and 24.3% expected a lower salary.

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

SECTION 12. EOPS: NEGATIVE EXPERIENCES IN PA SCHOOL

This section presents students' reports of mistreatment, discrimination, and harassment that they had personally experienced or witnessed other students experience during PA school. 60.6% of respondents indicated that their programs had policies regarding the mistreatment of PA students while 35.4% were unsure whether policies existed.

TABLE 85: PERSONALLY EXPERIENCED NEGATIVE EVENTS (%)

	n	Never	Once	More than once
Been publicly embarrassed or humiliated	1,699	74.3	14.1	11.6
Experienced or been threatened with physical harm	1,700	96.9	2.5	0.5
Been required to perform personal services (e.g., shopping, babysitting)	1,699	95.8	3.0	1.2
Been subjected to unwanted sexual advances	1,698	92.8	4.4	2.8
Been denied opportunities for training or rewards based on my age	1,698	97.8	0.7	1.5
Been subjected to offensive remarks/names regarding my age	1,696	89.2	4.4	6.5
Received lower evaluations or grades solely because of my age rather than performance	1,699	98.9	0.8	0.3
Been denied opportunities for training or rewards based on my disability status	1,697	99.3	0.4	0.4
Been subjected to offensive remarks/names regarding my disability status	1,696	99.0	0.4	0.6
Received lower evaluations or grades solely because of my disability status rather than performance	1,694	99.1	0.4	0.5
Been denied opportunities for training or rewards based on my gender/gender identity	1,694	94.7	2.6	2.7
Been subjected to offensive remarks/names regarding my gender/gender identity	1,695	91.3	3.6	5.1
Received lower evaluations or grades solely because of my gender/gender identity rather than performance	1,697	98.4	1.1	0.6
Been denied opportunities for training or rewards based on my race or ethnicity	1,693	97.8	1.4	0.8
Been subjected to offensive remarks/names regarding my race or ethnicity	1,697	95.2	2.5	2.4
Received lower evaluations or grades solely because of my race or ethnicity rather than performance	1,696	98.6	0.8	0.6
Been denied opportunities for training or rewards based on my religion	1,696	99.2	0.5	0.3
Been subjected to offensive remarks/names regarding my religion	1,696	96.8	1.4	1.8
Received lower evaluations or grades solely because of my religion rather than performance	1,694	99.5	0.3	0.2
Been denied opportunities for training or rewards based on my sexual orientation	1,694	99.6	0.3	0.1
Been subjected to offensive remarks/names regarding my sexual orientation	1,695	98.9	0.4	0.6
Received lower evaluations or grades solely because of my sexual orientation rather than performance	1,695	99.7	0.1	0.2

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

TABLE 86: SOURCES OF PERSONALLY EXPERIENCED NEGATIVE EVENTS (%)

	n	% Reporting
Been publicly embarrassed or humiliated		
Patients	64	15.0
Preceptors	272	63.8
Program faculty	114	26.8
Program staff	22	5.2
Other health professionals	72	16.9
Other PA students	74	17.4
Other health professions students	26	6.1
Experienced or been threatened with physical harm		
Patients	39	79.6
Preceptors	5	10.2
Program faculty	0	0.0
Program staff	0	0.0
Other health professionals	2	4.1
Other PA students	3	6.1
Other health professions students	2	4.1
Been required to perform personal services (e.g., shopping, babysitting)		
Patients	0	0.0
Preceptors	59	95.2
Program faculty	2	3.2
Program staff	1	1.6
Other health professionals	2	3.2
Other PA students	1	1.6
Other health professions students	0	0.0
Been subjected to unwanted sexual advances		
Patients	68	58.6
Preceptors	40	34.5
Program faculty	2	1.7
Program staff	1	0.9
Other health professionals	18	15.5
Other PA students	12	10.3
Other health professions students	1	0.9

TABLE 86 (CONTINUED): SOURCES OF PERSONALLY EXPERIENCED NEGATIVE EVENTS (%)

	n	% Reporting
Been denied opportunities for training or rewards based on my age		
Patients	19	55.9
Preceptors	18	52.9
Program faculty	1	2.9
Program staff	1	2.9
Other health professionals	7	20.6
Other PA students	2	5.9
Other health professions students	2	5.9
Been subjected to offensive remarks/names regarding my age		
Patients	115	69.3
Preceptors	58	34.9
Program faculty	11	6.6
Program staff	6	3.6
Other health professionals	27	16.3
Other PA students	16	9.6
Other health professions students	6	3.6
Received lower evaluations or grades solely because of my age rather than performance		
Patients	0	0.0
Preceptors	11	68.8
Program faculty	4	25.0
Program staff	1	6.3
Other health professionals	1	6.3
Other PA students	0	0.0
Other health professions students	1	6.3
Been denied opportunities for training or rewards based on my disability status		
Patients	0	0.0
Preceptors	5	50.0
Program faculty	6	60.0
Program staff	4	40.0
Other health professionals	1	10.0
Other PA students	1	10.0
Other health professions students	0	0.0

TABLE 86 (CONTINUED): SOURCES OF PERSONALLY EXPERIENCED NEGATIVE EVENTS (%)

	n	% Reporting
Been subjected to offensive remarks/names regarding my disability status		
Patients	24	55.8
Preceptors	4	9.3
Program faculty	4	9.3
Program staff	1	2.3
Other health professionals	3	7.0
Other PA students	6	14.0
Other health professions students	5	11.6
Received lower evaluations or grades solely because of my disability status rather than performance		
Patients	38	45.8
Preceptors	47	56.6
Program faculty	8	9.6
Program staff	1	1.2
Other health professionals	17	20.5
Other PA students	0	0.0
Other health professions students	2	2.4
Been subjected to offensive remarks/names regarding my gender/gender identity		
Patients	74	58.7
Preceptors	65	51.6
Program faculty	8	6.3
Program staff	4	3.2
Other health professionals	21	16.7
Other PA students	6	4.8
Other health professions students	1	0.8
Received lower evaluations or grades solely because of my gender/gender identity rather than performance		
Patients	1	4.2
Preceptors	16	66.7
Program faculty	8	33.3
Program staff	3	12.5
Other health professionals	2	8.3
Other PA students	0	0.0
Other health professions students	1	4.2

TABLE 86 (CONTINUED): SOURCES OF PERSONALLY EXPERIENCED NEGATIVE EVENTS (%)

	n	% Reporting
Been denied opportunities for training or rewards based on my race or ethnicity		
Patients	7	24.1
Preceptors	13	44.8
Program faculty	10	34.5
Program staff	3	10.3
Other health professionals	4	13.8
Other PA students	1	3.4
Other health professions students	2	6.9
Been subjected to offensive remarks/names regarding my race or ethnicity		
Patients	43	59.7
Preceptors	21	29.2
Program faculty	11	15.3
Program staff	4	5.6
Other health professionals	9	12.5
Other PA students	14	19.4
Other health professions students	3	4.2
Received lower evaluations or grades solely because of my race or ethnicity rather than performance		
Patients	1	5.6
Preceptors	10	55.6
Program faculty	6	33.3
Program staff	3	16.7
Other health professionals	2	11.1
Other PA students	0	0.0
Other health professions students	0	0.0
Been denied opportunities for training or rewards based on my religion		
Patients	0	0.0
Preceptors	4	57.1
Program faculty	1	14.3
Program staff	1	14.3
Other health professionals	1	14.3
Other PA students	2	28.6
Other health professions students	0	0.0

TABLE 86 (CONTINUED): SOURCES OF PERSONALLY EXPERIENCED NEGATIVE EVENTS (%)

	n	% Reporting
Been subjected to offensive remarks/names regarding my religion		
Patients	8	17.8
Preceptors	23	51.1
Program faculty	5	11.1
Program staff	3	6.7
Other health professionals	4	8.9
Other PA students	14	31.1
Other health professions students	1	2.2
Received lower evaluations or grades solely because of my religion rather than performance		
Patients	0	0.0
Preceptors	3	60.0
Program faculty	1	20.0
Program staff	1	20.0
Other health professionals	1	20.0
Other PA students	0	0.0
Other health professions students	0	0.0
Been denied opportunities for training or rewards based on my sexual orientation		
Patients	1	20.0
Preceptors	3	60.0
Program faculty	2	40.0
Program staff	2	40.0
Other health professionals	2	40.0
Other PA students	0	0.0
Other health professions students	0	0.0
Been subjected to offensive remarks/names regarding my sexual orientation		
Patients	5	29.4
Preceptors	8	47.1
Program faculty	2	11.8
Program staff	2	11.8
Other health professionals	9	52.9
Other PA students	4	23.5
Other health professions students	1	5.9

TABLE 86 (CONTINUED): SOURCES OF PERSONALLY EXPERIENCED NEGATIVE EVENTS (%)

	n	% Reporting
Received lower evaluations or grades solely because of my sexual orientation rather than performance		
Patients	0	0.0
Preceptors	3	75.0
Program faculty	1	25.0
Program staff	2	50.0
Other health professionals	1	25.0
Other PA students	0	0.0
Other health professions students	0	0.0

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

TABLE 87: WITNESSED NEGATIVE EVENTS (%)

	n	Never	Once	More than once
Been publicly embarrassed or humiliated	1681	69.8	10.4	19.9
Experienced or been threatened with physical harm	1677	97.6	1.5	0.9
Been required to perform personal services (e.g., shopping, babysitting)	1679	95.1	2.6	2.3
Been subjected to unwanted sexual advances	1676	90.6	5.0	4.5
Been denied opportunities for training or rewards based on their age	1675	98.1	0.7	1.2
Been subjected to offensive remarks/names regarding their age	1677	95.5	1.8	2.7
Received lower evaluations or grades solely because of their age rather than performance	1675	99.3	0.4	0.4
Been denied opportunities for training or rewards based on their disability status	1675	98.8	0.8	0.4
Been subjected to offensive remarks/names regarding their disability status	1673	98.1	0.9	1.0
Received lower evaluations or grades solely because of their disability status rather than performance	1671	98.9	0.4	0.7
Been denied opportunities for training or rewards based on their gender/gender identity	1669	96.0	1.6	2.4
Been subjected to offensive remarks/names regarding their gender/gender identity	1669	94.2	2.2	3.6
Received lower evaluations or grades solely because of their gender/gender identity rather than performance	1668	97.9	1.0	1.1
Been denied opportunities for training or rewards based on their race or ethnicity	1667	97.1	1.5	1.4
Been subjected to offensive remarks/names regarding their race or ethnicity	1668	92.6	3.4	4.0
Received lower evaluations or grades solely because of their race or ethnicity rather than performance	1667	98.0	1.1	0.8
Been denied opportunities for training or rewards based on their religion	1668	98.9	0.7	0.4
Been subjected to offensive remarks/names regarding their religion	1669	96.9	2.0	1.1
Received lower evaluations or grades solely because of their religion rather than performance	1669	99.2	0.4	0.4
Been denied opportunities for training or rewards based on their sexual orientation	1669	98.5	0.8	0.7
Been subjected to offensive remarks/names regarding their sexual orientation	1669	96.5	1.7	1.7
Received lower evaluations or grades solely because of their sexual orientation rather than performance	1666	98.9	0.7	0.4

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

TABLE 88: SOURCES OF NEGATIVE EVENTS THAT WERE WITNESSED (%)

	n	% Reporting
Been publicly embarrassed or humiliated		
Patients	81	16.6
Preceptors	269	55.2
Program faculty	190	39.0
Program staff	50	10.3
Other health professionals	94	19.3
Other PA students	101	20.7
Other health professions students	32	6.6
Experienced or been threatened with physical harm		
Patients	28	70.0
Preceptors	6	15.0
Program faculty	1	2.5
Program staff	0	0.0
Other health professionals	2	5.0
Other PA students	7	17.5
Other health professions students	2	5.0
Been required to perform personal services (e.g., shopping, babysitting)		
Patients	3	3.8
Preceptors	69	88.5
Program faculty	4	5.1
Program staff	3	3.8
Other health professionals	8	10.3
Other PA students	6	7.7
Other health professions students	3	3.8
Been subjected to unwanted sexual advances		
Patients	39	56.5
Preceptors	23	33.3
Program faculty	7	10.1
Program staff	3	4.3
Other health professionals	13	18.8
Other PA students	12	17.4
Other health professions students	7	10.1

TABLE 88 (CONTINUED): SOURCES OF NEGATIVE EVENTS THAT WERE WITNESSED (%)

	n	% Reporting
Been denied opportunities for training or rewards based on their age		
Patients	10	43.5
Preceptors	13	56.5
Program faculty	6	26.1
Program staff	3	13.0
Other health professionals	7	30.4
Other PA students	2	8.7
Other health professions students	1	4.3
Been subjected to offensive remarks/names regarding their age		
Patients	0	0.0
Preceptors	5	50.0
Program faculty	5	50.0
Program staff	2	20.0
Other health professionals	1	10.0
Other PA students	0	0.0
Other health professions students	0	0.0
Received lower evaluations or grades solely because of their age rather than performance		
Patients	0	0.0
Preceptors	11	68.8
Program faculty	4	25.0
Program staff	1	6.3
Other health professionals	1	6.3
Other PA students	0	0.0
Other health professions students	1	6.3
Been denied opportunities for training or rewards based on their disability status		
Patients	2	12.5
Preceptors	4	25.0
Program faculty	9	56.3
Program staff	4	25.0
Other health professionals	3	18.8
Other PA students	5	31.3
Other health professions students	1	6.3

TABLE 88 (CONTINUED): SOURCES OF NEGATIVE EVENTS THAT WERE WITNESSED (%)

	n	% Reporting
Been subjected to offensive remarks/names regarding their disability status		
Patients	6	23.1
Preceptors	7	26.9
Program faculty	10	38.5
Program staff	5	19.2
Other health professionals	4	15.4
Other PA students	10	38.5
Other health professions students	1	3.8
Received lower evaluations or grades solely because of their disability status rather than performance		
Patients	1	6.3
Preceptors	5	31.3
Program faculty	11	68.8
Program staff	5	31.3
Other health professionals	2	12.5
Other PA students	4	25.0
Other health professions students	2	12.5
Been denied opportunities for training or rewards based on their gender		
Patients	25	42.4
Preceptors	34	57.6
Program faculty	10	16.9
Program staff	5	8.5
Other health professionals	14	23.7
Other PA students	3	5.1
Other health professions students	4	6.8
Been subjected to offensive remarks/names regarding their gender/gender identity		
Patients	41	45.6
Preceptors	55	61.1
Program faculty	12	13.3
Program staff	8	8.9
Other health professionals	26	28.9
Other PA students	17	18.9
Other health professions students	7	7.8

TABLE 88 (CONTINUED): SOURCES OF NEGATIVE EVENTS THAT WERE WITNESSED (%)

	n	% Reporting
Received lower evaluations or grades solely because of their gender/gender identity rather than performance		
Patients	4	13.8
Preceptors	20	69.0
Program faculty	7	24.1
Program staff	3	10.3
Other health professionals	5	17.2
Other PA students	1	3.4
Other health professions students	1	3.4
Been denied opportunities for training or rewards based on their race or ethnicity		
Patients	15	35.7
Preceptors	19	45.2
Program faculty	11	26.2
Program staff	7	16.7
Other health professionals	7	16.7
Other PA students	5	11.9
Other health professions students	1	2.4
Been subjected to offensive remarks/names regarding their race or ethnicity		
Patients	55	47.0
Preceptors	45	38.5
Program faculty	22	18.8
Program staff	8	6.8
Other health professionals	26	22.2
Other PA students	22	18.8
Other health professions students	7	6.0
Received lower evaluations or grades solely because of their race or ethnicity rather than performance		
Patients	3	9.7
Preceptors	17	54.8
Program faculty	8	25.8
Program staff	3	9.7
Other health professionals	3	9.7
Other PA students	2	6.5
Other health professions students	1	3.2

TABLE 88 (CONTINUED): SOURCES OF NEGATIVE EVENTS THAT WERE WITNESSED (%)

	n	% Reporting
Been denied opportunities for training or rewards based on their religion		
Patients	2	11.8
Preceptors	9	52.9
Program faculty	3	17.6
Program staff	2	11.8
Other health professionals	3	17.6
Other PA students	1	5.9
Other health professions students	1	5.9
Been subjected to offensive remarks/names regarding their religion		
Patients	14	29.2
Preceptors	17	35.4
Program faculty	6	12.5
Program staff	3	6.3
Other health professionals	9	18.8
Other PA students	13	27.1
Other health professions students	1	2.1
Received lower evaluations or grades solely because of their religion rather than performance		
Patients	2	18.2
Preceptors	6	54.5
Program faculty	2	18.2
Program staff	1	9.1
Other health professionals	1	9.1
Other PA students	1	9.1
Other health professions students	1	9.1
Been denied opportunities for training or rewards based on their sexual orientation		
Patients	5	25.0
Preceptors	9	45.0
Program faculty	7	35.0
Program staff	3	15.0
Other health professionals	6	30.0
Other PA students	3	15.0
Other health professions students	1	5.0

TABLE 88 (CONTINUED): SOURCES OF NEGATIVE EVENTS THAT WERE WITNESSED (%)

	n	% Reporting
Been subjected to offensive remarks/names regarding their sexual orientation		
Patients	23	45.1
Preceptors	17	33.3
Program faculty	8	15.7
Program staff	3	5.9
Other health professionals	16	31.4
Other PA students	16	31.4
Other health professions students	5	9.8
Received lower evaluations or grades solely because of their sexual orientation rather than performance		
Patients	2	11.8
Preceptors	9	52.9
Program faculty	7	41.2
Program staff	4	23.5
Other health professionals	4	23.5
Other PA students	1	5.9
Other health professions students	1	5.9

Students that experienced and witnessed other students experience negative events at least once were asked if they reported the incident(s) to a designated person or any other official empowered to handle such complaints. Of the 683 students that responded to personally experiencing negative events, 20.9% reported the behavior(s). Likewise, of the 646 students that witnessed negative events happen to another student, 15.6% reported the behavior(s).

TABLE 89: REASONS FOR NOT REPORTING INCIDENTS

	Experienced personally		Witnessed	
	<i>n</i>	%	<i>n</i>	%
Did not know what to do	66	12.4	103	19.2
Did not know who to report incident(s) to	38	7.1	54	10.1
Did not think anything would be done about it	189	35.5	161	30.0
Fear of reprisal	116	21.8	94	17.5
Handled incident(s) by myself	124	23.3	30	5.6
Incident(s) did not seem important enough to report	294	55.3	166	31.0
Student(s) subjected to the incident(s) asked me not to report it	-	-	110	20.5
Other	37	7.0	69	12.9
Total	532	-	536	-

Note: Only students that reported they had not reported negative experiences were asked these questions. Percentages may sum to more than 100 because respondents could select multiple reasons.

FIGURE 7: IDENTITY DISCRIMINATION OR HARASSMENT

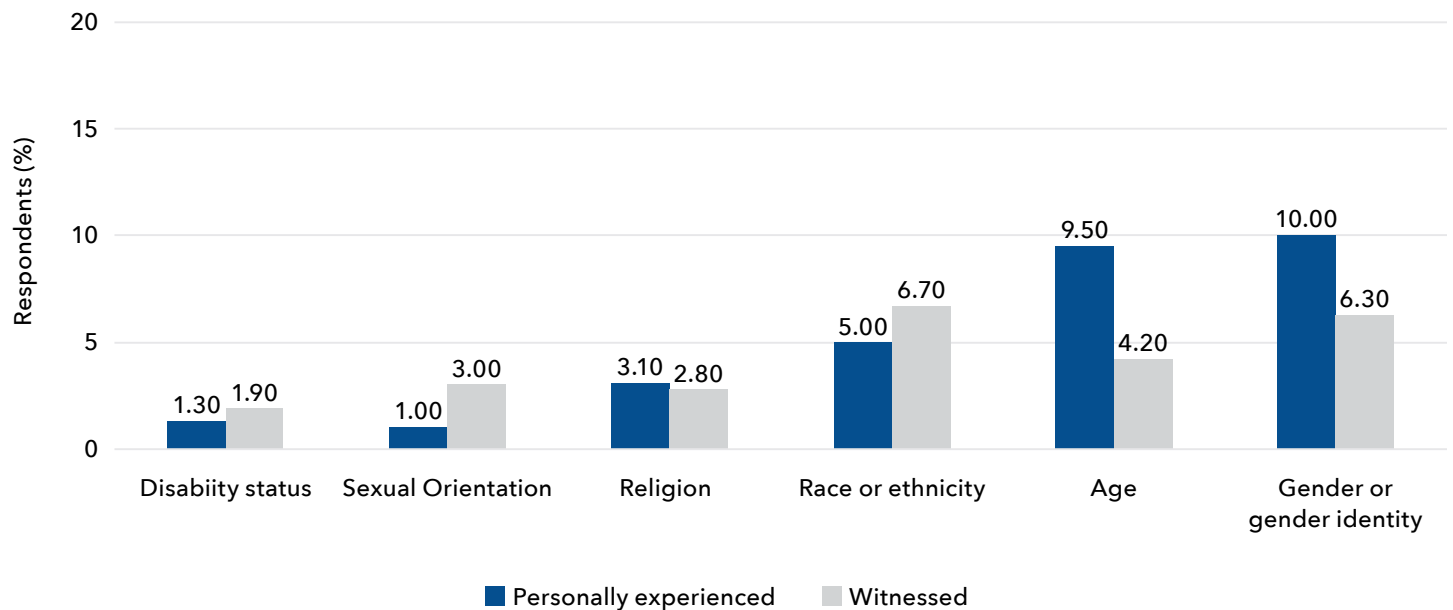


Figure 7 displays the proportion of responding students who reported either personally experiencing or witnessing other students being discriminated against or harassed based on facets of their identities. Reports of being discriminated against or harassed for each facet of identity were based on students' combined reports of any of the following experiences:

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