



PAEA RESEARCH

Student Report 1

By the Numbers | Data from the 2016 Matriculating Student and
End of Program Surveys



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Student Report 1

BY THE NUMBERS: DATA FROM THE 2016 MATRICULATING STUDENT AND END OF PROGRAM SURVEYS

TABLE OF CONTENTS

INTRODUCTION	1
Physician Assistant Education Association	1
Background	1
Methods	1
Data Editing and Reporting	2
SECTION 1. MSS AND EOPS: DEMOGRAPHICS AND OVERLAPPING DATA	3
SECTION 2. MSS: EDUCATIONAL BACKGROUND	11
SECTION 3. MSS: PA APPLICATION	15
SECTION 4. MSS: MILITARY EXPERIENCE	19
SECTION 5. MSS: FINANCIAL INFORMATION	21
SECTION 6. MSS: HEALTH AND WELL BEING	24
SECTION 7. EOPS: EXPERIENCE IN PA SCHOOL	25
SECTION 8. EOPS: FUTURE PRACTICE	34
SECTION 9. EOPS: FINANCIAL INFORMATION	37
SECTION 10. EOPS: NEGATIVE EXPERIENCES	39

LIST OF TABLES

MSS & EOPS

Table 1. Distribution of Students and Programs by U.S. Census Bureau Regions and Divisions.	3
Table 2. Students by Program Public/Private Status.	5
Table 3. Students' Geographic Origins.	5
Table 4. Environments in Which Students Spent the Majority of Their Lives.	6
Table 5. Student Demographic Backgrounds	6
Table 6. Student Family Composition	7
Table 7. Student Age.	7
Table 8. Student Age by Gender	7
Table 9. Highest Level of Education Before Entering Professional Phase.	8
Table 10. Amount of Outstanding Loans from College and/or Pre-PA Education	10

MSS

Table 11. Primary and Secondary Majors	12
Table 12. Undergraduate Grade Point Average (GPA)	12
Table 13. Prior Health Care Employment	13
Table 14. Weeks of Health Care Employment	14
Table 15. Community Service Experiences	14
Table 16. Weeks of Community Service Experience	14
Table 17. When Student Decided to Become a PA	15
Table 18. Influences on Decision to Become a PA.	15
Table 19. Reasons to Pursue a PA Career	16
Table 20. PA Program Applications for 2015-2016 School Year	17
Table 21. Influences on Decision to Attend Current PA Program.	17
Table 22. Importance of Considerations for Career Path After PA School.	17
Table 23. Age at PA Program Matriculation for Military Respondents	19
Table 24. Current or Past Military Service.	19
Table 25. Military Branch Served In	19
Table 26. Years of Active Duty.	19
Table 27. Received Health Care Experience in the Military.	20
Table 28. Gross Household Income.	21
Table 29. Sources of Education Financing	22
Table 30. Outstanding Loans or Service Requirements for College/Pre-PA Education.	22
Table 31. Years of Outstanding Service Requirements for College/Pre-PA Education.	23
Table 32. Anticipated Total Debt from Attending PA School	23
Table 33. Fatigue	24
Table 34. Financial Concerns	24

Table 35. Satisfaction with Social Support	24
Table 36. Overall Well-Being	24

EOPS

Table 37. How Well Didactic Courses Prepared Students for Clinical Rotations.	25
Table 38. Adequacy of Instruction	26
Table 39. Percentage of Students Who Had a Clinical Rotation in Each Main Discipline.	27
Table 40. Quality of Educational Experiences in Clinical Rotations.	28
Table 41. Percentage of Students Who Had a Clinical Rotation in Each Main Discipline by Gender.	28
Table 42. Quality of Educational Experiences in Clinical Rotations by Gender.	29
Table 43. Experiences with Preceptors during Clinical Rotations	30
Table 44. Participation in Required IPE Activities	31
Table 45. Types of IPE Experiences	31
Table 46. Types of IPE Students	31
Table 47. Confidence in PA Competencies.	32
Table 48. How Challenging Was PA School	32
Table 49. Satisfaction with Experience in PA School	33
Table 50. Choice of Practice Environment After Graduation	34
Table 51. Desirability of Practice Settings.	34
Table 52. Factors that Influenced Specialty Choice	35
Table 53. Employment Status	36
Table 54. Job Offer Accepted.	36
Table 55. Was the Practice Discipline Where Job Offer Accepted Student’s First Choice	36
Table 56. Received Scholarships, Stipends, or Grants	37
Table 57. Amount of Scholarships, Stipends, or Grants Received	37
Table 58. Plans to Enter State/Federal Loan Forgiveness Programs	37
Table 59. Amount of Outstanding PA Education Loans	37
Table 60. Supplemental Loans	38
Table 61. Does Student’s Program Have Policies Regarding the Mistreatment of PA Students?	39
Table 62. Negative Events Experienced Personally	39
Table 63. Performers of Negative Events Experienced Personally	40
Table 64. Reasons for Not Reporting Negative Events Experienced Personally.	40
Table 65. Negative Events that Happened to Someone Other than Reporting Student.	41
Table 66. Performers of Negative Events that Happened to Someone Other than Reporting Student	41
Table 67. Reasons for Not Reporting Negative Events that Happened to Someone Other than Reporting Student.	42

LIST OF FIGURES

Figure 1. Census Bureau Regions and Divisions	4
Figure 2. Students' Geographic Origins	5
Figure 3. Desirability of Future Practice Settings	8
Figure 4. Desirability of Specialties	9
Figure 5. Parents' Highest Level of Education	11
Figure 6. Years Since Most Recent Degree Received	13
Figure 7. Top Three Ranked Reasons to Pursue a PA Career	16
Figure 8. Importance of Consideration for Career Path After PA School	18
Figure 9. How Well Didactic Courses Prepared Students for Clinical Rotations	26
Figure 10. Adequacy of Instruction	27
Figure 11. Percentage of Students Who Had a Clinical Rotation in Each Main Discipline by Gender.	28
Figure 12. Quality of Educational Experiences in Clinical Rotations by Gender.	29
Figure 13. How Challenging Was PA School	33
Figure 14. Satisfaction with Experience in PA School	33
Figure 15. Desirability of Practice Settings.	34
Figure 16. Factors that Influenced Specialty Choice	35

INTRODUCTION

Physician Assistant Education Association

Founded in 1972, the Physician Assistant Education Association (PAEA) is the only national organization representing PA educational programs in the United States. In 2016, PAEA represented 201 member programs. As of June

2017, there were 225 accredited PA programs, all of which were members of PAEA. For more information about PAEA and our products and services, visit PAEAonline.org.

Background

This profile compiles the results of two surveys: the [2016 PAEA Matriculating Student Survey](#) (MSS) and the [2016 PAEA End of Program Survey](#) (EOPS). The aim of combining the results from these surveys is to give an overall picture of the PA student body — from matriculants to graduates — in 2016. The EOPS was first administered in 2016, and the existence of new data on graduating students provided an opportunity to give an annual overview of the breadth of student experience at the beginning and end of PA school. This is the first time the results of these surveys have been presented together, and moving forward, PAEA will continue to report data on students in this combined fashion.

The first of the two surveys, the [MSS](#), collects information from entering PA students with the goal of improving education, recruitment, and retention. This survey is based on a previous student survey administered in collaboration with the American Academy of PAs, along with questions from the Association of American Medical College's (AAMC)

Matriculating Student Questionnaire and the Higher Education Research Institute's (HERI) College Senior Survey. The first PAEA MSS was developed and administered in 2013. The [first two reports summarizing the results of the MSS](#) are titled, "By the Numbers: Matriculating Student Survey 2014" and "By the Numbers: Matriculating Student Survey 2015." This current profile breaks with this convention to provide a more comprehensive accounting of PA student life, incorporating survey results from both matriculating and graduating cohorts of students.

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

Methods

Human subjects review determined that both of these studies were exempt. In 2016, the MSS and EOPS were emailed to 200 PAEA member program directors at the beginning of each month that their program admitted first-year students or graduated a class of students. Two hundred PA programs were matriculating a new cohort of students (MSS), and 183 were graduating a cohort of students (EOPS). Program directors were instructed to forward a survey link to their students and encourage participation. In addition, program directors were asked to provide a head-count of their first-year or graduating class in order to calculate program and national response rates. To achieve an adequate response rate, PAEA research staff sent reminder emails to non-respondents and conducted

follow-up phone calls to programs with a response rate of less than 80%.

Following the removal of duplicate cases, the MSS garnered 4,570 unique responses. Based on program director-reported matriculating class data from the 2016 PAEA Annual Program Survey (an N of 8,939 matriculating students), the response rate is estimated at 51%. Forty-nine programs (24% of all responding programs) achieved the minimum 80% student response rate on the MSS to be entered into drawings for either a complimentary registration to the 2017 Education Forum in Denver or a gift card for a student event.

After the removal of duplicate cases, the EOPS received a total of 3,289 unique responses. Based on program director-reported graduating class data from the 2016 PAEA Annual Program Survey (an N of 8,059 graduating students), the response rate is estimated at 41%. Twenty-two programs (11% of all responding

programs) achieved the minimum 80% student response rate on the EOPS to be entered into a drawing for a complimentary registration to the 2017 PAEA Education Forum.

Data Editing and Reporting

In general, analyses of the data consisted of producing descriptive statistics on the variables of interest (i.e., percentage, arithmetic mean (*M*), median (*Mdn*), standard deviation (*SD*), range, and percentiles). Readers are advised to rely primarily on medians, not means, when interpreting tables and statistics regarding any financial information. This is because the median is less susceptible to undue outlier influence, which is common with scales of this type. Data were not reported when there were fewer than five values in a category for sensitive data fields (e.g., gender, ethnicity, race, or finance-related questions). In some cases, data were not reported and are indicated by “NR.” For some tables and figures, percentages will not equal 100% due to rounding or when multiple responses were allowed.

Additional briefs on topics of interest will continue to be published periodically when interesting trends are identified.

Researchers interested in conducting further analysis of the MSS or EOPS data may request data sets by visiting the PAEA [Data Request and Sharing Policies webpage](#).

An additional student survey, the PAEA Mid-Program Student Survey (MPSS) collects information from a self-selected sample of students from the previous year’s MSS on health and well-being, leadership and service experience, interprofessional education, program experience, and intended specialty and practice environments. Data from this survey will not be reported annually but are available as part of raw data and research report requests.

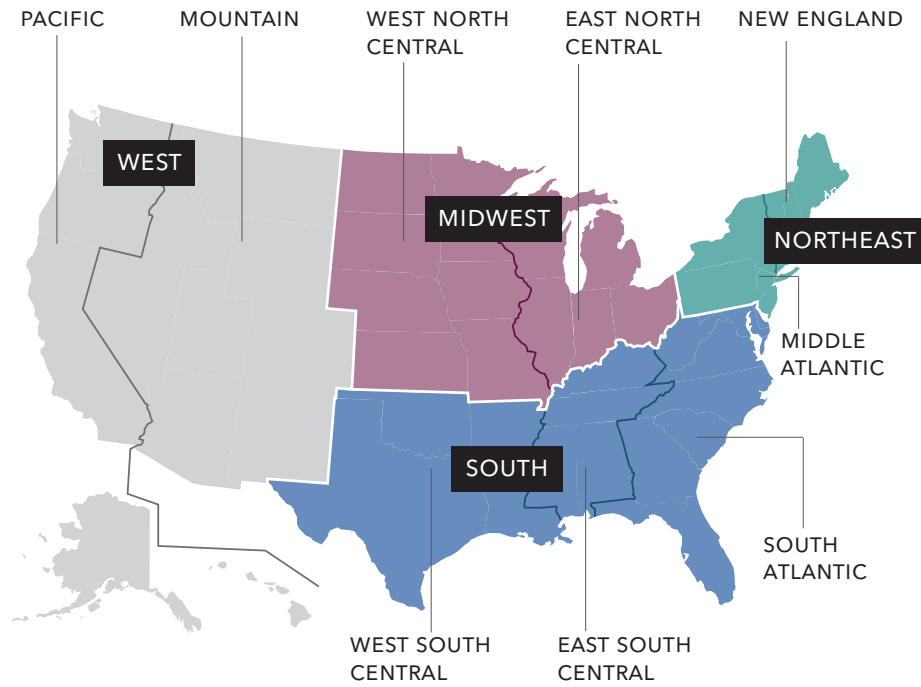
SECTION 1. MSS AND EOPS: DEMOGRAPHICS AND OVERLAPPING DATA

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

	Students		Programs	
	n (S)	%	n (P)	%
MSS				
Northeast Region				
New England Division	385	8.4	13	7.9
Middle Atlantic Division	863	18.9	33	20.1
Subtotal	1,248	27.4	46	28.0
Midwest Region				
East North Central Division	491	10.8	24	14.6
West North Central Division	283	6.2	13	7.9
Subtotal	774	17.0	37	22.6
South Region				
South Atlantic Division	1,052	23.1	33	20.1
East South Central Division	388	8.5	11	6.7
West South Central Division	500	11.0	16	9.8
Subtotal	1,940	42.5	60	36.6
West Region				
Mountain Division	320	7.0	11	6.7
Pacific Division	280	6.1	10	6.1
Subtotal	600	13.2	21	12.8
Total	4,562	100.0	164	100.0
EOPS				
Northeast Region				
New England Division	210	6.4	12	7.9
Middle Atlantic Division	776	23.7	35	23.2
Subtotal	986	30.1	47	31.1
Midwest Region				
East North Central Division	524	16.0	25	16.6
West North Central Division	266	8.1	12	7.9
Subtotal	790	24.1	37	24.5
South Region				
South Atlantic Division	533	16.9	25	16.6
East South Central Division	229	7.0	10	6.6
West South Central Division	316	9.7	14	9.3
Subtotal	1,098	33.5	49	32.5
West Region				
Mountain Division	193	5.9	8	5.3
Pacific Division	207	6.3	10	6.6
Subtotal	400	12.2	18	11.9
Total	3,289	100.00	151	100.0

Note: U.S. Census Bureau Divisions are nested within Regions.

FIGURE 1. CENSUS BUREAU REGIONS AND DIVISIONS



REGION NORTHEAST

DIVISION NEW ENGLAND

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

DIVISION MIDDLE ATLANTIC

- New Jersey
- New York
- Pennsylvania

REGION MIDWEST

DIVISION EAST NORTH CENTRAL

- Indiana
- Illinois
- Michigan
- Ohio
- Wisconsin

DIVISION WEST NORTH CENTRAL

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

REGION SOUTH

DIVISION SOUTH ATLANTIC

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

DIVISION EAST SOUTH CENTRAL

- Alabama
- Kentucky
- Mississippi
- Tennessee

DIVISION WEST SOUTH CENTRAL

- Arkansas
- Louisiana
- Oklahoma
- Texas

REGION WEST

DIVISION MOUNTAIN

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

DIVISION PACIFIC

- Alaska
- California
- Hawaii
- Oregon
- Washington

TABLE 2. STUDENTS BY PROGRAM PUBLIC/PRIVATE STATUS

	Students		Programs	
	n (S)	%	n (P)	%
MSS				
Public	1,328	29.1	52	32.3
Private	3,133	68.6	109	67.7
Total	4,570	100.0	161	100.0
EOPS				
Public	1,053	33.1	49	33.1
Private	2,128	66.9	99	66.9
Total	3,181	100.0	148	100.0

TABLE 3. STUDENTS' GEOGRAPHIC ORIGINS

	MSS		EOPS	
	n (S)	%	n (P)	%
Students who attend PA school outside of their home state	2,031	44.4	1,290	39.2
Northeast Region				
New England Division	294	6.7	200	6.1
Middle Atlantic Division	780	17.8	713	21.8
Subtotal	1,074	24.5	913	28.0
Midwest Region				
East North Central Division	613	14.0	556	17.0
West North Central Division	308	7.0	296	9.0
Subtotal	921	21.0	852	26.1
South Region				
South Atlantic Division	886	20.2	499	15.3
East South Central Division	221	5.0	54	4.7
West South Central Division	483	11.0	323	9.9
Subtotal	1,590	36.3	976	29.9
West Region				
Mountain Division	385	8.8	261	8.0
Pacific Division	414	9.4	262	8.0
Subtotal	799	17.5	523	16.0
Total	4,384	100.0	3,264	100.0

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

FIGURE 2. STUDENTS' GEOGRAPHIC ORIGINS

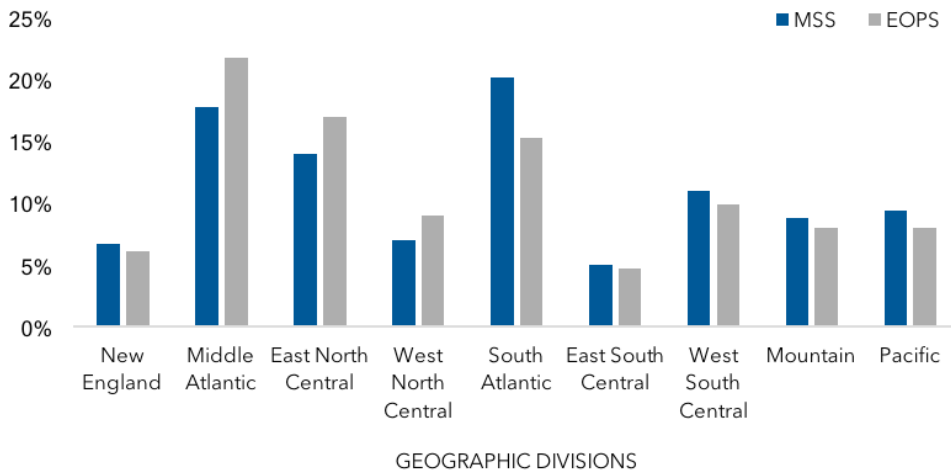


TABLE 4. ENVIRONMENTS IN WHICH STUDENTS SPENT THE MAJORITY OF THEIR LIVES

	MSS		EOPS	
	n (S)	%	n (S)	%
Inner city	174	4.1	143	4.3
Overseas	52	1.2	44	1.3
Rural	1,018	23.9	945	28.7
Suburban	2,517	59.0	1,902	57.8
Urban	465	10.9	422	12.8
Military base(s)	41	1.0	47	1.4
Total	4,267	100.0	N/A	N/A

Note: MSS respondents were asked to check the one environment in which they have spent the majority of their lives. EOPS respondents could check multiple environments, so percentages will sum to more than 100%.

TABLE 5. STUDENT DEMOGRAPHIC BACKGROUNDS

	MSS		EOPS	
	n (S)	%	n (S)	%
Gender				
Female	3,255	75.7	2,411	74.3
Male	1,044	24.3	833	25.7
Total	4,299	100.0	3,244	100.0
Ethnicity				
Non-Hispanic, Latino, or Spanish in origin	3,885	91.7	2,995	93.5
Hispanic, Latino, or Spanish in origin	352	8.3	209	6.5
Total	4,237	100.0	3,204	100.0
Race				
White	3,530	84.3	2,723	85.7
Asian	338	8.1	222	7.0
Multiracial	124	3.0	78	2.5
Black or African American	109	2.6	81	2.5
American Indian or Alaskan Native	26	0.1	21	0.7
Native Hawaiian or other Pacific Islander	6	0.1	9	0.3
Other	54	1.3	43	1.4
Total	4,187	100.0	3,177	100.0

TABLE 6. STUDENT FAMILY COMPOSITION

	MSS		EOPS	
	n (S)	%	n (S)	%
Civil status				
Single (never legally married)	3,250	75.8	2,144	66.3
Married	931	21.7	977	30.2
Domestic partnership/civil union	21	0.5	20	0.6
Separated, but still legally married	15	0.3	11	0.3
Divorced	69	1.6	78	2.4
Widowed	NR	NR	6	0.2
Total	4,286	100.0	3,236	100.0
Number of dependents				
0	2,730	87.3	2,546	83.4
1	177	5.7	211	6.9
2	120	3.8	156	5.1
3	56	1.8	85	2.8
4	21	0.7	34	1.1
5 or more	22	0.7	21	0.7
Total	3,126	100.0	289	100.0

TABLE 7. STUDENT AGE

	n (S)	M	SD	P10	P25	P50 (Mdn)	P75	P90
MSS	4,494	26.0	5.0	22.0	23.0	25.0	27.0	32.0
EOPS	3,243	28.5	5.5	24.9	25.9	26.8	30.2	35.3

Note: MSS respondents reported their age when entering the professional phase of their PA program. EOPS respondents reported their year and month of birth, and age was calculated from the time they completed the survey.

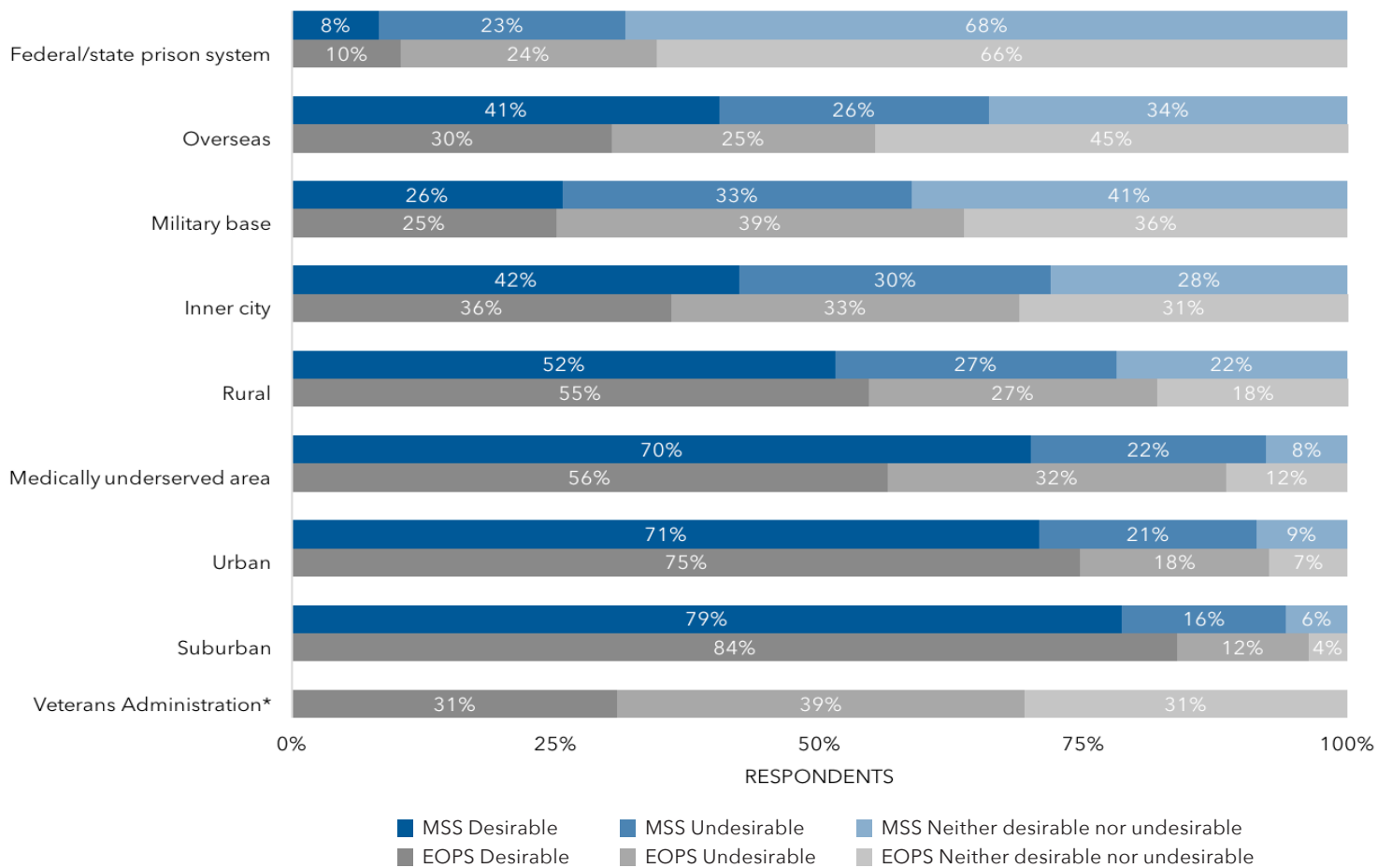
TABLE 8. STUDENT AGE BY GENDER

	n (S)	M	SD	P10	P25	P50 (Mdn)	P75	P90
MSS								
Female	3,240	25.5	4.7	22.0	23.0	24.0	26.0	31.0
Male	1,039	27.9	5.7	22.0	24.0	26.0	30.0	36.0
EOPS								
Female	2,392	27.8	5.0	23.9	24.9	26.3	28.8	33.3
Male	826	30.6	6.1	24.7	26.3	29.1	33.3	39.1

TABLE 9. HIGHEST LEVEL OF EDUCATION BEFORE ENTERING PROFESSIONAL PHASE

	MSS		EOPS	
	n (S)	%	n (S)	%
High school diploma/GED	56	1.3	62	1.9
Some college but no degree	103	2.3	65	2.0
Associate's degree	26	0.6	19	0.6
Bachelor of Arts	646	14.4	506	15.5
Bachelor of Science	3,121	69.8	2,241	68.7
Other bachelor's degree (e.g., business, BFA)	66	1.5	43	1.3
Master's degree (health or science related; e.g., MPH)	297	6.6	209	6.4
Master's degree (not health or science related; e.g., MBA)	90	2.0	70	2.1
Academic doctorate (e.g., PhD, EdD)	16	0.4	7	0.2
Professional doctorate (e.g., MD, DO, PharmD, JD)	17	0.4	19	0.6
Foreign medical graduate/unlicensed medical graduate	22	0.5	15	0.5
Other	13	0.3	7	0.2
Total	4,473	100.0	3,263	100.0

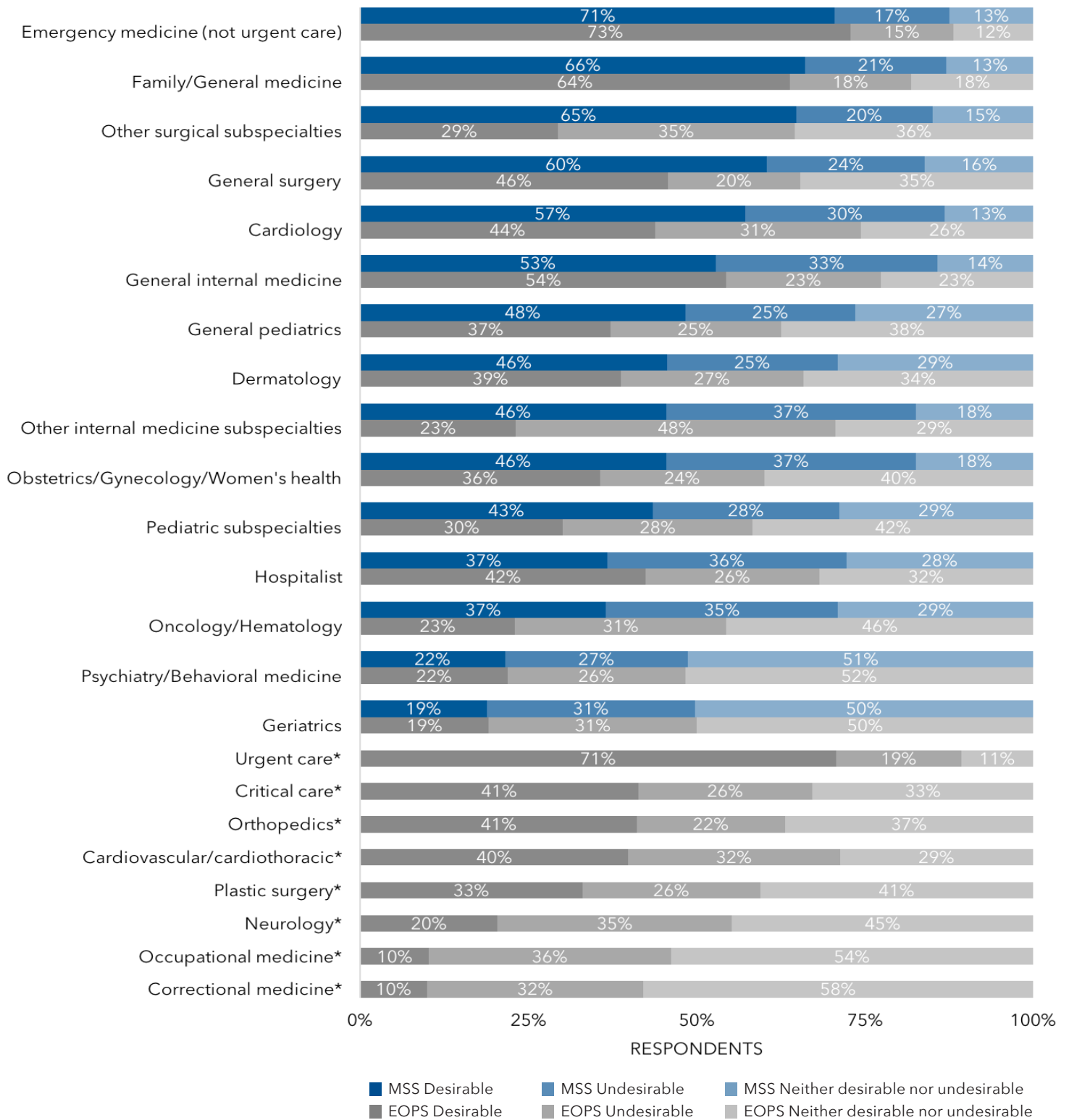
FIGURE 3. DESIRABILITY OF FUTURE PRACTICE SETTINGS



* Indicates a practice setting that only EOPS participants were asked to rate.

Note: Respondents originally rated each practice setting on a 5-point scale (1 = "Very undesirable" to 5 "Very desirable"). Scores were collapsed as follows: 1-2 = "Undesirable," 3 = "Neutral," 4-5 "Desirable."

FIGURE 4. DESIRABILITY OF SPECIALTIES



* Indicates a specialty that only EOPS participants were asked to rate.

Note: Respondents originally rated each environment on a 5-point scale (1 = "Very undesirable" to 5 "Very desirable"). Scores were collapsed as follows: 1-2 = "Undesirable," 3 = "Neutral," 4-5 "Desirable."

TABLE 10. AMOUNT OF OUTSTANDING LOANS FROM COLLEGE AND/OR PRE-PA EDUCATION

	<i>n</i> (\$)	<i>M</i> (\$)	<i>SD</i> (\$)	P10 (\$)	P25 (\$)	P50 (<i>Mdn</i>) (\$)	P75 (\$)	P90 (\$)
MSS	1,810	38,145	35,285	8,000	15,000	28,000	50,000	80,000
EOPS	874	34,460	46,966	5,000	11,000	25,000	40,000	80,000

SECTION 2. MSS: EDUCATIONAL BACKGROUND

FIGURE 5. PARENTS' HIGHEST LEVEL OF EDUCATION

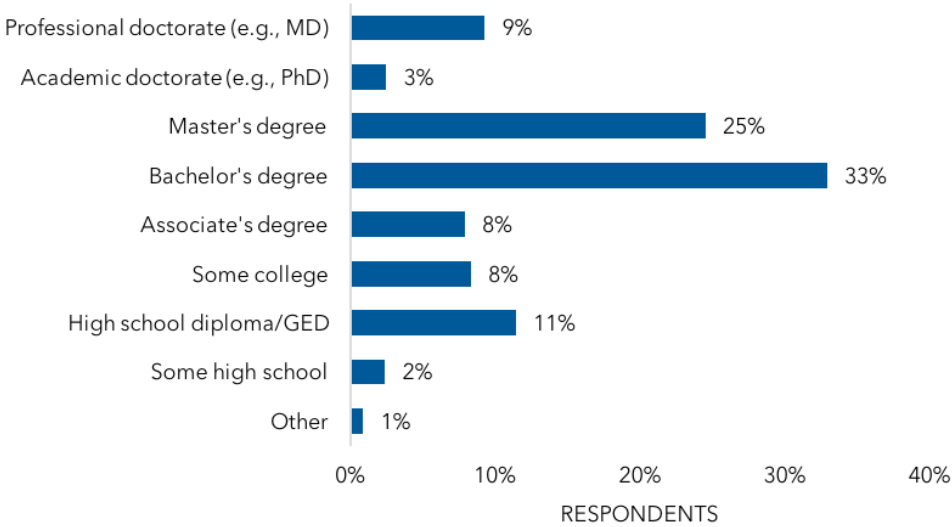


TABLE 11. PRIMARY AND SECONDARY MAJORS

	n (S)	%
Primary major		
Biology (includes Anatomy, Physiology, Microbiology, and Zoology)	1,482	41.1
Health Sciences	465	12.9
Exercise Science/Athletic Training	241	6.7
Psychology	237	6.6
Kinesiology	161	4.5
Chemistry (includes Biochemistry)	158	4.4
Nutrition/Dietetics	112	3.1
Neuroscience	92	2.6
Social Sciences (e.g., Social Work, Anthropology)	88	2.4
Humanities (e.g., History, Philosophy)	79	2.2
Biomedical Sciences	70	1.9
Premedical Studies	68	1.9
Business	62	1.7
Public Health	55	1.5
Foreign Language (e.g., Spanish, French)	35	1.0
Total	3,405	94.5
Secondary major		
Psychology	55	17.4
Foreign Language (e.g., Spanish, French)	45	14.2
Biology (includes Anatomy, Physiology, Microbiology, and Zoology)	31	9.8
Humanities (e.g., History, Philosophy)	30	9.5
Social Sciences (e.g., Social Work, Anthropology)	27	8.5
Chemistry (includes Biochemistry)	18	5.7
Other	12	3.8
Business	11	3.5
Health Sciences	11	3.5
Premedical Studies	10	3.2
Neuroscience	8	2.5
Biomedical Sciences	8	2.5
Exercise Science/Athletic Training	7	2.2
Fine Arts (e.g., Performing or Visual Arts)	7	2.2
Mathematics (e.g., Algebra, Calculus)	5	1.6
Total	285	90.1

Note: Only respondents whose highest degree was a bachelor's responded to this question. There was a total of 27 majors; only the top 15 primary and secondary majors are reported here.

TABLE 12. UNDERGRADUATE GRADE POINT AVERAGE (GPA)

	n (S)	M	SD	P10	P25	P50 (Mdn)	P75	P90
GPA	3,774	3.60	0.27	3.21	3.45	3.61	3.80	3.90

FIGURE 6. YEARS SINCE MOST RECENT DEGREE RECEIVED

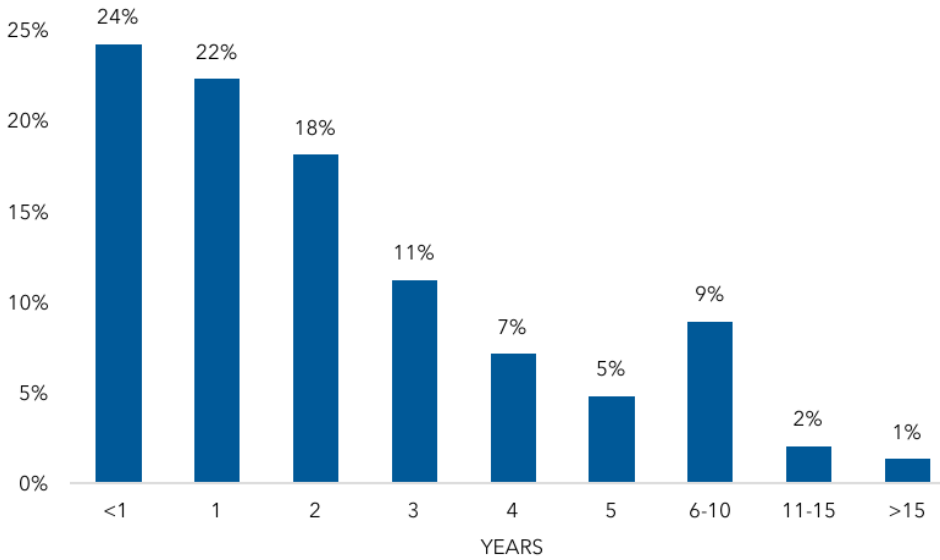


TABLE 13. PRIOR HEALTH CARE EMPLOYMENT

	<i>n</i> (S)	%
Nursing assistant	1,015	22.2
Medical assistant	835	18.3
EMT/paramedic	714	15.6
Scribe	672	14.7
Emergency room technician	323	7.1
Home health aide	287	6.3
Phlebotomist	261	5.7
Physical therapist/physical therapy assistant	186	4.1
Medical reception/records	179	3.9
Athletic trainer	154	3.4
Pharmacy technician	138	3.0
Medical technician	134	2.9
Medical lab technician	109	2.4
Health care administrator	108	2.4
Health services researcher	91	2.0
Radiology technician	73	1.6
Nutritionist/dietitian	62	1.4
Medic or medial corpsman	57	1.2
Dental assistant/hygienist	56	1.2
Alternative/complementary/naturopathic medicine	46	1.0

Note: There were a total of 61 categories of prior employment. The top 20 most reported categories are reported here.

TABLE 14. WEEKS OF HEALTH CARE EMPLOYMENT

	<i>n</i> (S)	<i>M</i>	<i>SD</i>	<i>P10</i>	<i>P25</i>	<i>P50 (Mdn)</i>	<i>P75</i>	<i>P90</i>
Direct patient contact (e.g., nurse or nursing aide)	3,649	137.5	242.5	0.0	32.0	70.0	140.0	300.0
Health care setting, indirect patient contact (e.g., medical receptionist)	3,626	49.1	166.9	0.0	0.0	0.0	40.0	104.0
Total weeks of employment	3,512	193.5	339.9	33.3	56.0	100.0	200.0	384.0

TABLE 15. COMMUNITY SERVICE EXPERIENCES

	<i>n</i> (S)	%
Ever participated in paid or voluntary community service work	2,107	49.7

Note: Community service work includes Peace Corps, AmeriCorps, service learning activities, mission work, etc.

TABLE 16. WEEKS OF COMMUNITY SERVICE EXPERIENCE

	<i>n</i> (S)	<i>M</i>	<i>SD</i>	<i>P10</i>	<i>P25</i>	<i>P50 (Mdn)</i>	<i>P75</i>	<i>P90</i>
International medical								
Weeks of paid experiences	28	56.4	105.9	2.8	10.0	23.5	51.0	166.9
Weeks of volunteer experiences	616	9.2	29.3	1.0	1.0	2.0	6.0	14.0
Weeks of academic service learning experiences	73	8.2	9.0	1.0	2.0	5.0	12.0	20.0
Subtotal	675	14.1	74.9	1.0	1.0	2.0	7.0	20.8
International non-medical								
Weeks of paid experiences	19	67.2	114.1	2.0	10.0	20.0	100.0	130.0
Weeks of volunteer experiences	364	18.9	42.1	1.0	2.0	3.0	10.0	85.0
Weeks of academic service learning experiences	60	24.5	66.7	1.0	3.0	5.0	10.0	49.2
Subtotal	424	28.6	112.6	1.0	2.0	4.0	12.0	100.0
U.S. medical								
Weeks of paid experiences	306	111.7	128.4	12.0	36.0	71.5	132.5	260.0
Weeks of volunteer experiences	852	40.0	62.9	2.0	5.0	20.0	50.0	100.0
Weeks of academic service learning experiences	2,090	3.2	34.9	0.0	0.0	0.0	0.0	0.0
Subtotal	1,087	78.0	154.6	2.0	8.0	30.0	85.0	182.0
U.S. non-medical								
Weeks of paid experiences	84	81.3	116.0	5.0	20.0	50.0	99.0	200.0
Weeks of volunteer experiences	869	36.9	74.7	2.0	4.0	12.0	40.0	100.0
Weeks of academic service learning experiences	150	24.1	42.1	2.0	3.0	10.0	20.0	71.8
Subtotal	1,008	54.5	158.7	2.0	4.0	15.0	50.0	104.0
All community service experiences								
Weeks of paid experiences	382	139.3	232.0	12.0	35.8	72.0	150.0	311.4
Weeks of volunteer experiences	1,765	52.5	143.4	2.0	4.0	16.0	52.0	106.0
Weeks of academic service learning experiences	388	40.2	121.8	2.0	4.0	10.0	23.5	80.5
Total	1,915	168.6	394.8	4.0	12.0	50.0	166.0	380.8

SECTION 3. MSS: PA APPLICATION

TABLE 17. WHEN STUDENT DECIDED TO BECOME A PA

	<i>n</i> (S)	%
Before high school	53	1.2
During high school/before college	596	13.4
During the first two years of college	1,039	23.3
After receiving an associate's degree	61	1.4
During junior year of college	686	15.4
During senior year of college	381	8.5
After receiving a bachelor's degree	763	17.1
After receiving an advanced degree	177	4.0
While working in health care	604	13.5
While serving in the military	100	2.2
Total	4,460	100.0

Note: These categories are not necessarily mutually exclusive. This has been corrected in subsequent administrations of the MSS.

TABLE 18. INFLUENCES ON DECISION TO BECOME A PA

	Negative Influence		No Influence		Positive Influence		Total <i>n</i> (S)
	<i>n</i> (S)	%	<i>n</i> (S)	%	<i>n</i> (S)	%	
Friend	35	0.8	767	17.7	3,527	81.5	4,329
Family member	74	1.7	1,144	26.6	3,081	71.7	4,299
Other PA acquaintance	18	0.4	1,209	28.2	3,062	71.4	4,289
PA program faculty/staff	26	0.6	1,394	32.4	2,887	67.0	4,307
PA program literature	15	0.3	1,416	32.9	2,877	66.8	4,308
Other health professional	30	0.7	1,623	38.0	2,615	61.3	4,268
Other physician acquaintance	53	1.2	1,758	41.1	2,470	57.7	4,281
College/campus admissions department	63	1.5	1,777	41.4	2,453	57.1	4,293
PA who treated me/my family	25	0.6	1,820	42.4	2,443	57.0	4,288
Physician who treated me/my family	60	1.4	1,942	45.2	2,298	53.4	4,300

Note: Respondents rated a total of 19 influences. The top 10 most influential factors are presented here.

TABLE 19. REASONS TO PURSUE A PA CAREER

	Ranked #1		Ranked #2		Ranked #3		Total Respondents Who Ranked Reason in Top 3	
	n (S)	%	n (S)	%	n (S)	%	n (S)	%
Desire to care for patients	1,740	38.0	784	17.2	252	5.5	2,776	60.7
Mobility within PA specialties	229	5.0	772	16.9	812	17.8	1,813	39.7
Work-life balance	239	5.2	615	13.5	875	19.1	1,729	37.8
A "calling" to the health care profession	1,181	25.8	322	7.0	202	4.4	1,705	37.3
Financial stability	178	3.9	517	11.3	748	16.4	1,443	31.6
Excitement of health care	295	6.5	396	8.7	307	6.7	998	21.8
Length of education	36	0.8	242	5.3	414	9.1	692	15.1
Desire to influence the direction of health care	103	2.3	190	4.2	147	3.2	441	9.6
Relieving pain and suffering	73	1.6	118	2.6	101	2.2	292	6.4
Level of education	9	0.2	40	0.9	60	1.3	109	2.4
Mobility (geographically)	7	0.2	39	0.9	65	1.4	111	2.4
Cost of education/affordability	17	0.4	40	0.9	42	0.9	99	2.2
Other health professions were less appealing	5	0.1	25	0.5	43	0.9	73	1.6
Prestige	5	0.1	12	0.3	26	0.6	43	0.9

Note: Respondents ranked the top three reasons they chose to pursue a PA career.

FIGURE 7. TOP THREE RANKED REASONS TO PURSUE A PA CAREER

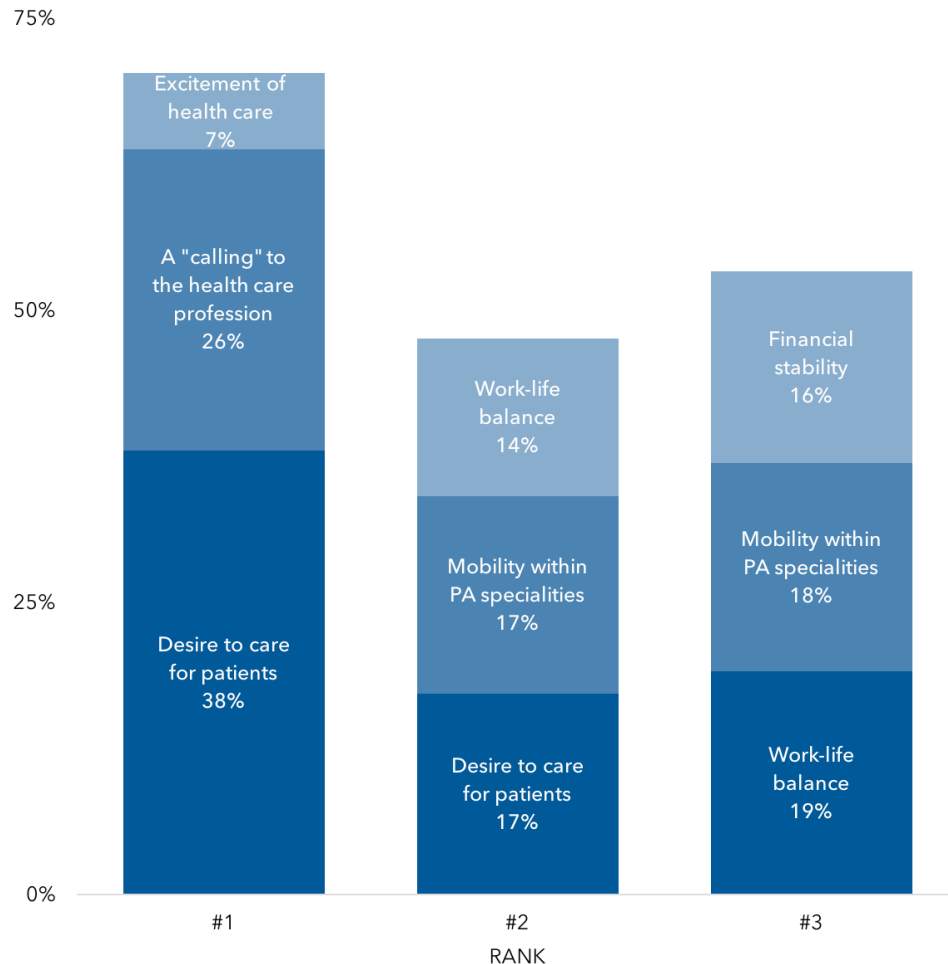


TABLE 20. PA PROGRAM APPLICATIONS FOR 2015-2016 SCHOOL YEAR

	<i>n</i> (S)	<i>M</i>	<i>SD</i>	<i>P10</i>	<i>P25</i>	<i>P50 (Mdn)</i>	<i>P75</i>	<i>P90</i>
Number of programs applied to	4,324	6.9	4.8	1.0	3.0	6.0	10.0	14.0
Number of interviews granted	4,293	3.1	2.3	1.0	1.0	2.0	4.0	6.0
Number of acceptance letters	4,320	1.6	1.1	1.0	1.0	1.0	2.0	3.0
Cost of applications	3,734	\$1,255	\$1,139	\$275	\$500	\$1,000	\$1,713	\$3,000

Note: Cost of applying is calculated for respondents who reported spending more than \$0. Outliers who reported paying above the 99th percentile were excluded. The cost of applications includes fees and the cost of interviews.

TABLE 21. INFLUENCES ON DECISION TO ATTEND CURRENT PA PROGRAM

	Negative Influence		No Influence		Positive Influence		Total
	<i>n</i> (S)	%	<i>n</i> (S)	%	<i>n</i> (S)	%	
Conversation with program faculty/staff	18	0.4	536	12.4	3,752	87.1	4,306
Campus atmosphere	83	1.9	564	13.1	3,672	85.0	4,319
Program location	249	5.8	575	13.4	3,477	80.8	4,301
Clinical curriculum	30	0.7	667	15.5	3,614	83.8	4,311
Conversation with current students	30	0.7	697	16.2	3,581	83.1	4,308
Interview experience	84	2.0	783	18.2	3,428	79.8	4,295
Class size/student-faculty ratio	159	3.7	792	18.3	3,369	78.0	4,320
Program reputation	31	0.7	815	19.0	3,449	80.3	4,295
Admissions	41	1.0	833	19.3	3,440	79.7	4,314
Program facilities	137	3.2	1,091	25.4	3,062	71.4	4,290

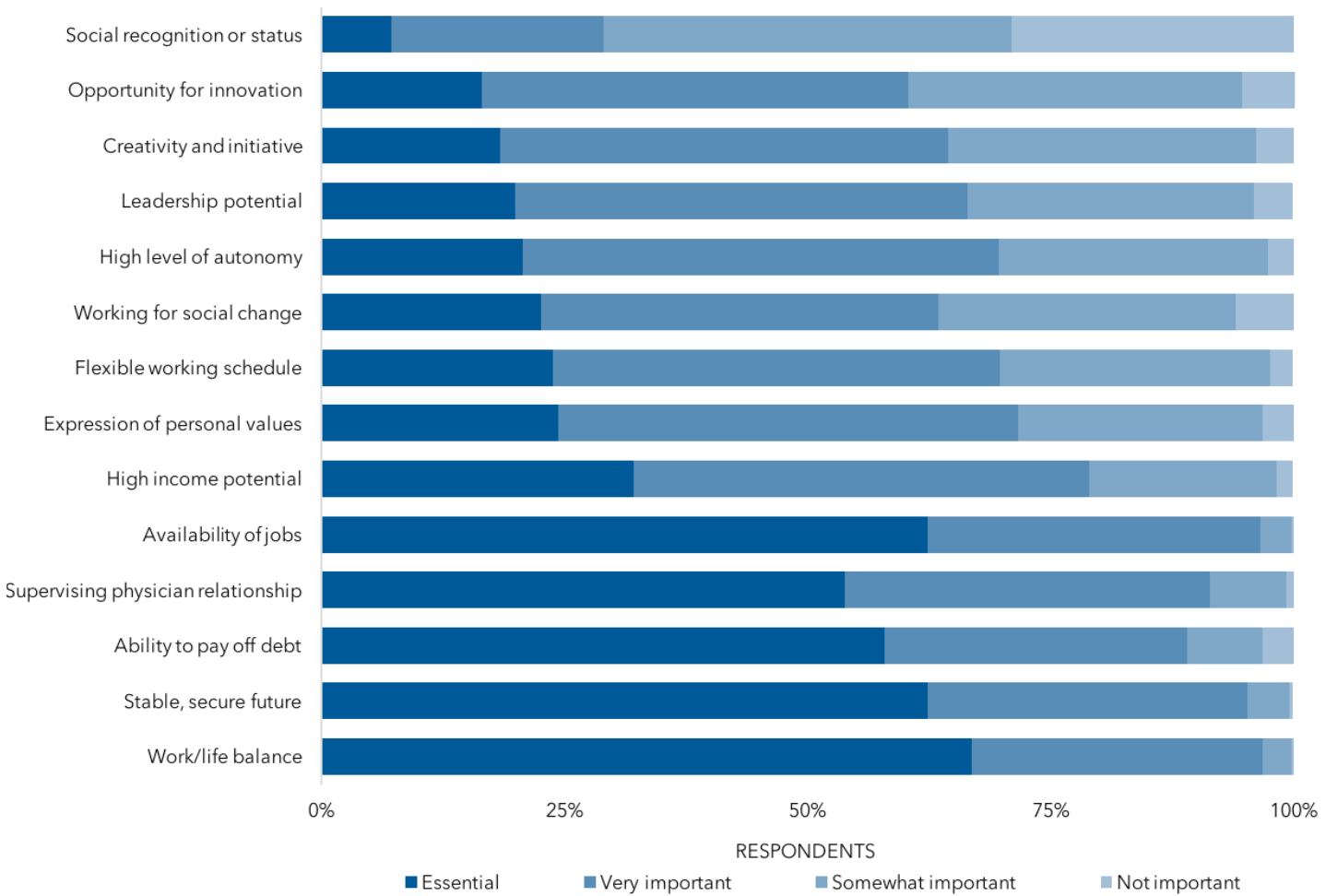
Note: Respondents rated a total of 32 influences. The top 10 most influential factors are presented here.

TABLE 22. IMPORTANCE OF CONSIDERATIONS FOR CAREER PATH AFTER PA SCHOOL

	Essential		Very Important		Somewhat Important		Not Important		Total
	<i>n</i> (S)	%	<i>n</i> (S)	%	<i>n</i> (S)	%	<i>n</i> (S)	%	
Social recognition or status	300	7.1	928	21.9	1,781	42.0	1,227	29.0	4,236
Opportunity for innovation	697	16.5	1,856	43.8	1,451	34.3	232	5.5	4,236
Creativity and initiative	773	18.3	1,948	46.1	1,337	31.7	165	3.9	4,223
Leadership potential	846	19.9	1,975	46.5	1,253	29.5	169	4.0	4,243
High level of autonomy	878	20.7	2,074	48.9	1,174	27.7	115	2.7	4,241
Working for social change	954	22.5	1,735	40.9	1,297	30.6	253	6.0	4,239
Flexible working schedule	1,012	23.8	1,953	45.9	1,184	27.8	103	2.4	4,252
Expression of personal values	1,030	24.3	2,008	47.3	1,063	25.1	142	3.3	4,243
High income potential	1,366	32.1	1,991	46.8	819	19.3	75	1.7	4,251
Availability of jobs	1,654	62.3	1,456	34.2	140	3.3	7	0.2	3,257
Supervising physician relationship	2,280	53.8	1,588	37.5	335	7.9	34	0.8	4,237
Ability to pay off debt	2,470	57.9	1,327	31.1	333	7.8	138	3.2	4,268
Stable, secure future	2,641	62.3	1,396	32.9	184	4.3	19	0.4	4,240
Work/life balance	2,842	66.8	1,278	30.0	126	3.0	8	0.2	4,254

Note: This question is based on an item from the Higher Education Research Institutes (HERI) College Senior Survey.

FIGURE 8. IMPORTANCE OF CONSIDERATION FOR CAREER PATH AFTER PA SCHOOL



Graphic view of data from Table 22

SECTION 4. MSS: MILITARY EXPERIENCE

TABLE 23. AGE AT PA PROGRAM MATRICULATION FOR MILITARY RESPONDENTS

	<i>n</i> (S)	<i>M</i>	<i>SD</i>	P10	P25	P50 (<i>Mdn</i>)	P75	P90
Age at matriculation	166	32.7	6.5	26.0	28.0	31.0	36.0	42.0

TABLE 24. CURRENT OR PAST MILITARY SERVICE

	<i>n</i> (S)	%
No	4,299	96.3
Yes	166	3.7
Veteran/commitment complete	87	53.0
Reserve military (active)	39	23.8
Reserve military (inactive)	20	12.2
Regular military (active)	18	11.0

TABLE 25. MILITARY BRANCH SERVED IN

	<i>n</i> (S)	%
Army	95	58.6
Air Force	30	18.5
Navy	30	18.5
Marine Corps	7	4.3
Total	162	100.0

Note: Coast Guard was not reported due to having fewer than 5 responses.

TABLE 26. YEARS OF ACTIVE DUTY

	<i>n</i> (S)	<i>M</i>	<i>SD</i>	P10	P25	P50 (<i>Mdn</i>)	P75	P90
Years enlisted in active duty military service	165	6.3	5.3	1.0	4.0	5.0	8.0	11.0

TABLE 27. RECEIVED HEALTH CARE EXPERIENCE IN THE MILITARY

	<i>n</i> (S)	%
No	46	28.0
Yes	118	72.0
General duty medic or corpsman	76	64.4
Combat lifesaving	9	7.6
Nursing	7	5.9
Patient administration	7	5.9
Health care administration	6	5.1
Medical logistics	6	5.1
Operating room (e.g., surgical tech)	5	4.2
Other	21	17.8

Note: Respondents were able to select more than one type of health care experience. Only health care experiences with more than 5 respondents are reported here.

SECTION 5. MSS: FINANCIAL INFORMATION

TABLE 28. GROSS HOUSEHOLD INCOME

	Considered Dependent by Parents		Not Considered Dependent by Parents	
	n (S)	%	n (S)	%
\$0 - \$24,999	32	2.3	1,180	40.8
\$25,000 - \$49,999	100	7.2	617	21.3
\$50,000 - \$74,999	159	11.5	376	13.0
\$75,000 - \$99,999	194	14.0	193	6.7
\$100,000 - \$149,999	326	23.6	149	5.2
\$150,000 - \$199,999	173	12.5	43	1.5
\$200,000 or more	215	15.6	54	1.9
Do not know/prefer not to answer	183	13.2	280	9.7
Total	1,382	100.0	2,892	100.0

Note: 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 by their parents reported on their estimated income for themselves and their spouse/partner, if applicable.

TABLE 29. SOURCES OF EDUCATION FINANCING

	<i>n</i> (S)	<i>M</i> (%)	<i>SD</i> (%)	<i>P10</i> (%)	<i>P25</i> (%)	<i>P50 (Mdn)</i> (%)	<i>P75</i> (%)	<i>P90</i> (%)
College or pre-PA education								
Loans	2,056	55.8	31.6	10.0	25.0	55.0	85.0	100.0
Military benefits	66	77.4	25.9	48.5	50.0	90.0	100.0	100.0
Money earned by spouse/partner	244	32.2	30.0	5.0	10.0	20.0	50.0	90.0
Other family support	2,242	48.6	33.9	10.0	20.0	45.0	80.0	100.0
Personal income and savings	1,484	28.0	29.4	5.0	10.0	15.0	40.0	85.0
Scholarships or awards from external sources	1,224	24.4	27.0	3.5	5.0	10.0	33.8	75.0
Scholarships or awards from your college/ university	1,797	35.8	29.2	5.0	10.0	25.0	50.0	80.0
Work study program	325	9.5	12.2	2.0	5.0	5.0	10.0	20.0
Other	78	52.0	33.4	9.9	20.0	50.0	90.0	100.0
PA education								
Loans	3,381	84.3	22.1	50.0	80.0	95.0	100.0	100.0
Military benefits	79	75.2	27.6	30.0	50.0	85.0	100.0	100.0
Money earned by spouse/partner	465	24.3	24.6	5.0	10.0	15.0	30.0	60.0
Other family support	1,143	40.2	35.0	5.0	10.0	25.0	75.0	100.0
Personal income and savings	1,303	20.2	22.1	5.0	5.0	10.0	25.0	50.0
Scholarships or awards from external sources	339	24.4	29.4	3.0	5.0	10.0	30.0	80.0
Scholarships or awards from your college/ university	372	20.6	22.9	3.0	5.0	10.0	27.3	50.0
Work study program	43	10.2	18.2	1.4	3.0	5.0	10.0	19.0
Other	25	64.0	39.0	7.2	25.0	80.0	100.0	100.0

Note: Respondents indicated what percentage of their education was funded from each source. Zeroes were excluded from the present analyses.

TABLE 30. OUTSTANDING LOANS OR SERVICE REQUIREMENTS FOR COLLEGE/PRE-PA EDUCATION

	<i>n</i> (S)	%
Yes, education loans	2,122	50.4
Yes, service requirements	13	0.3
Yes, education loans and service requirements	19	0.5
None	2,055	48.8
Total	4,209	100.0

TABLE 31. YEARS OF OUTSTANDING SERVICE REQUIREMENTS FOR COLLEGE/PRE-PA EDUCATION

	<i>n</i> (S)	<i>M</i>	<i>SD</i>	P10	P25	P50 (<i>Mdn</i>)	P75	P90
Years of outstanding service requirements	25	5.0	2.7	2.0	2.5	5.0	6.5	10.0

TABLE 32. ANTICIPATED TOTAL DEBT FROM ATTENDING PA SCHOOL

	<i>n</i> (S)	%	Cumulative %
\$0	311	7.3	7.3
\$1 - \$24,999	218	5.1	12.4
\$25,000 - \$49,999	381	9.0	21.4
\$50,000 - \$74,999	575	13.5	34.9
\$75,000 - \$99,999	952	22.4	57.3
\$100,000 - \$124,999	923	21.7	79.0
\$125,000 - \$149,999	481	11.3	90.3
\$150,000 - \$174,999	262	6.2	96.5
\$175,000 - \$199,999	77	1.8	98.3
\$200,000 or more	75	1.8	100.1
Total	4,255	100.0	NA

Note: The cumulative percentage is greater than 100% due to rounding error.

SECTION 6. MSS: HEALTH AND WELL-BEING

TABLE 33. FATIGUE

	<i>n</i> (S)	<i>M</i>	<i>SD</i>	P10	P25	P50 (<i>Mdn</i>)	P75	P90
Level of fatigue	4,453	5.2	2.2	3.0	4.0	5.0	7.0	8.0

Note: Responses were collected on a 10-point scale, where 1 = "no fatigue" and 10 = "constant tiredness."

TABLE 34. FINANCIAL CONCERNS

	<i>n</i> (S)	<i>M</i>	<i>SD</i>	P10	P25	P50 (<i>Mdn</i>)	P75	P90
Level of financial concerns	4,477	5.6	2.6	2.0	3.0	6.0	8.0	9.0

Note: Responses were collected on a 10-point scale, where 1 = "no concerns" and 10 = "constant concerns."

TABLE 35. SATISFACTION WITH SOCIAL SUPPORT

	<i>n</i> (S)	<i>M</i>	<i>SD</i>	P10	P25	P50 (<i>Mdn</i>)	P75	P90
Level of satisfaction with social support	4,474	8.5	1.7	6.0	8.0	9.0	10.0	10.0

Note: Responses were collected on a 10-point scale, where 1 = "not at all satisfied" and 10 = "highly satisfied."

TABLE 36. OVERALL WELL-BEING

	<i>n</i> (S)	<i>M</i>	<i>SD</i>	P10	P25	P50 (<i>Mdn</i>)	P75	P90
Quality of life	4,497	8.1	1.6	6.0	7.0	8.0	9.0	10.0
Mental well-being	4,496	7.8	1.7	6.0	7.0	8.0	9.0	10.0
Emotional well-being	4,492	7.7	1.7	5.0	7.0	8.0	9.0	10.0
Physical well-being	4,494	7.7	1.7	5.0	7.0	8.0	9.0	10.0
Spiritual well-being	4,480	7.6	1.9	5.0	7.0	8.0	9.0	10.0
Level of social activity	4,494	6.9	2.3	4.0	5.0	7.0	9.0	10.0
Level of stress	4,493	6.3	2.2	3.0	5.0	7.0	8.0	9.0

Note: Responses were collected on a 10-point scale, where 1 = "as bad as it can be" and 10 = "as good as it can be."

SECTION 7. EOPS: EXPERIENCE IN PA SCHOOL

TABLE 37. HOW WELL DIDACTIC COURSES PREPARED STUDENTS FOR CLINICAL ROTATIONS

	Poor		Fair		Good		Excellent		Total
	n (S)	%	n (S)	%	n (S)	%	n (S)	%	n (S)
Genetics	401	15.7	984	38.6	896	35.2	268	10.5	2,549
Biochemistry	243	11.9	741	36.4	811	39.9	240	11.8	2,035
Biostatistics/Epidemiology	279	11.6	858	35.7	988	41.1	277	11.5	2,402
Neuroscience	249	9.6	835	32.2	1,125	43.4	385	14.8	2,594
Microbiology	211	7.9	751	28.0	1,247	46.5	472	17.6	2,681
Ethics/Bioethics	166	5.4	762	24.9	1,422	46.5	711	23.2	3,061
Interpretation of literature/evidence-based medicine/research	144	4.6	774	24.5	1,404	44.5	831	26.4	3,153
Lab interpretation/diagnosis	210	6.6	596	18.6	1,466	45.8	931	29.1	3,203
Service learning	96	3.5	588	21.6	1,210	44.5	824	30.3	2,718
Clinical experiences during the didactic portion of the curriculum	179	6.0	546	18.2	1,277	42.5	1,002	33.4	3,004
Pharmacology	216	6.7	578	18.0	1,275	39.7	1,145	35.6	3,214
Physiology	125	4.0	498	15.8	1,491	47.2	1,044	33.1	3,158
Clinical/technical skills	125	3.9	554	17.2	1,381	43.0	1,154	35.9	3,214
Pathology/Pathophysiology	149	4.7	483	15.2	1,395	44.0	1,145	36.1	3,172
Anatomy	156	4.8	423	13.1	1,343	41.7	1,301	40.4	3,223
Clinical medicine	47	1.5	269	8.4	1,253	39.1	1,638	51.1	3,207
Physical examinations/patient assessment	34	1.1	194	6.0	1,058	32.9	1,933	60.0	3,219
Patient communication skills/history taking	26	0.8	167	5.2	981	30.5	2,040	63.5	3,214

FIGURE 9. HOW WELL DIDACTIC COURSES PREPARED STUDENTS FOR CLINICAL ROTATIONS

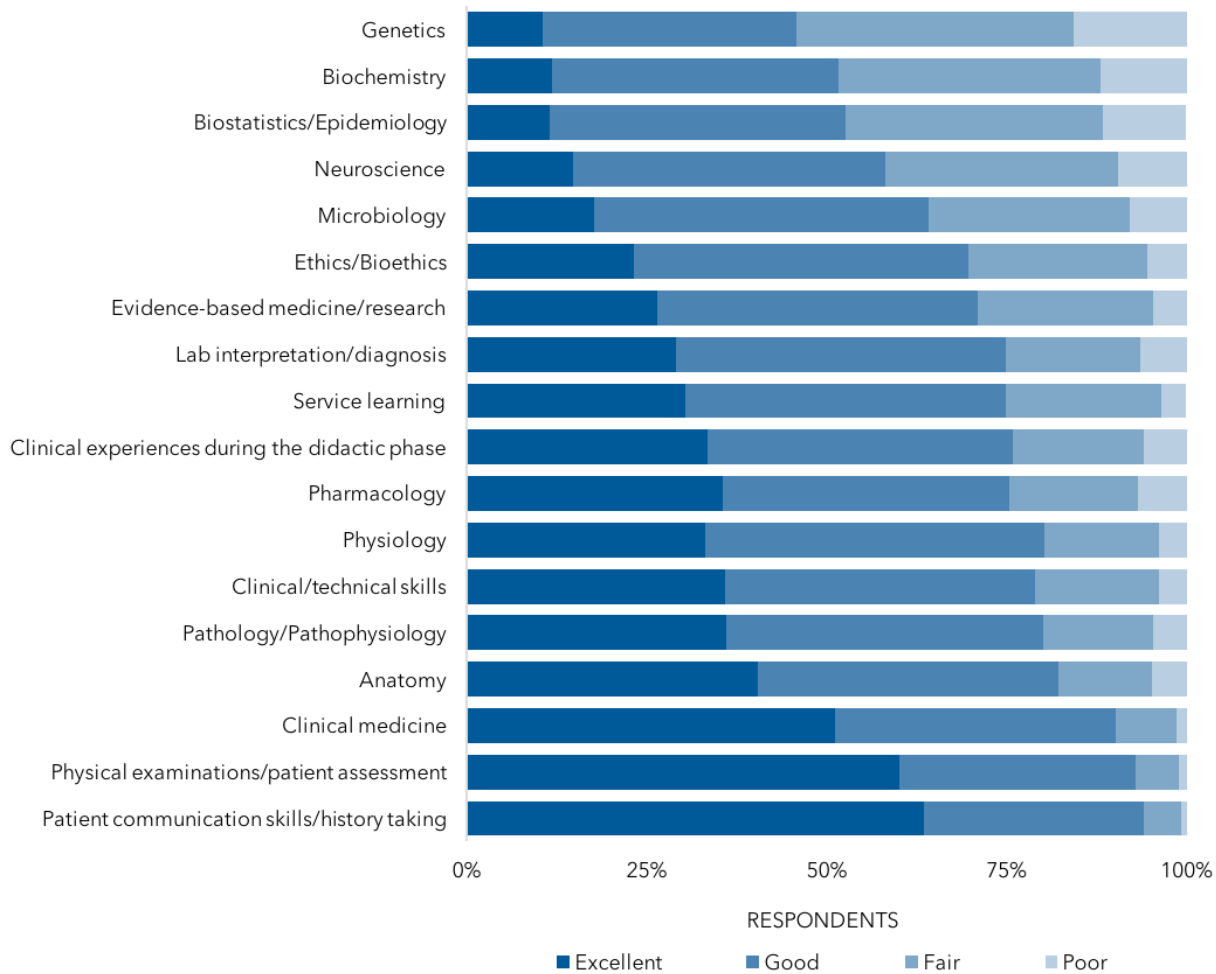


TABLE 38. ADEQUACY OF INSTRUCTION

	Inadequate		Appropriate		Excessive		Total
	n (S)	%	n (S)	%	n (S)	%	
Oral health	917	28.6	2,198	68.5	94	2.9	3,209
Palliative/End of life care	934	29.1	2,226	69.3	51	1.6	3,211
Role of community health and social service agencies	614	19.1	2,522	78.5	76	2.4	3,212
Public health	428	13.3	2,696	84.1	82	2.6	3,206
Culturally appropriate care for diverse populations	170	5.3	2,803	87.1	244	7.6	3,217
Social determinants of health	291	9.1	2,820	87.9	96	3.0	3,207
Women's health	213	6.6	2,909	90.6	90	2.8	3,212
Management of disease	145	4.5	3,007	93.4	67	2.1	3,219
Disease prevention/health maintenance	106	3.3	3,007	93.5	103	3.2	3,216
Diagnosis of disease	76	2.4	3,060	95.2	79	2.5	3,215

FIGURE 10. ADEQUACY OF INSTRUCTION

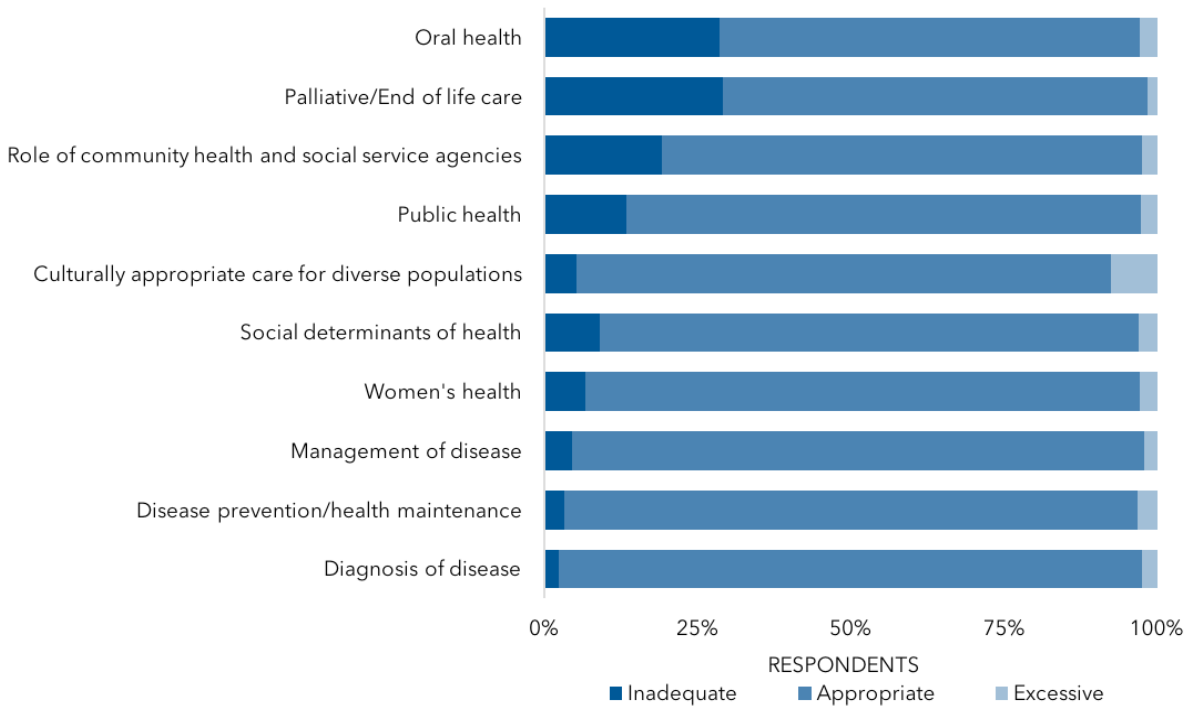


TABLE 39. PERCENTAGE OF STUDENTS WHO HAD A CLINICAL ROTATION IN EACH MAIN DISCIPLINE

	n (S)	%
Family medicine	3,214	99.5
Emergency medicine	3,218	99.4
General surgery	3,214	99.1
Obstetrics/gynecology/women's health	3,214	97.3
General pediatrics	3,213	97.0
General internal medicine	3,215	96.9
Psychiatry/behavioral medicine	3,212	92.7
Hospital medicine	3,207	85.7
Extended primary care or rural track	3,209	71.2

Note: Respondents were asked to select "NA" if they did not have a clinical experience in a discipline.

TABLE 40. QUALITY OF EDUCATIONAL EXPERIENCES IN CLINICAL ROTATIONS

	Poor		Fair		Good		Excellent		Total
	n (S)	%	n (S)	%	n (S)	%	n (S)	%	n (S)
Family medicine	79	2.5	270	8.4	1,065	33.3	1,785	55.8	3,199
Emergency medicine	55	1.7	261	8.2	986	30.8	1,989	59.3	3,291
General surgery	188	5.9	430	13.5	1,027	32.3	1,539	48.3	3,184
Obstetrics/gynecology/women's health	232	7.4	443	14.2	1,051	33.6	1,402	44.8	3,128
General pediatrics	205	6.6	443	14.2	1,079	34.6	1,391	44.6	3,118
General internal medicine	158	5.1	379	12.2	1,069	34.3	1,510	48.5	3,116
Psychiatry/behavioral medicine	241	8.1	529	17.8	1,070	36	1,136	38.2	2,976
Hospital medicine	187	6.8	434	15.8	989	36	1,139	41.4	2,749
Extended primary care or rural track	50	2.2	187	8.2	892	39.1	1,155	50.6	2,284

TABLE 41. PERCENTAGE OF STUDENTS WHO HAD A CLINICAL ROTATION IN EACH MAIN DISCIPLINE BY GENDER

	Male	Female
Family medicine	99.4	99.6
Emergency medicine	99.6	98.9
General surgery	99.1	99.0
Obstetrics/gynecology/women's health	96.5	97.6
General pediatrics	96.3	97.4
General internal medicine	97.4	96.8
Psychiatry/behavioral medicine	94.4	92.0
Hospital medicine	88.7	84.6
Extended primary care or rural track	76.4	69.3

FIGURE 11. COMPARISON OF PERCENTAGE OF STUDENTS WHO HAD A CLINICAL ROTATION IN EACH MAIN DISCIPLINE BY GENDER

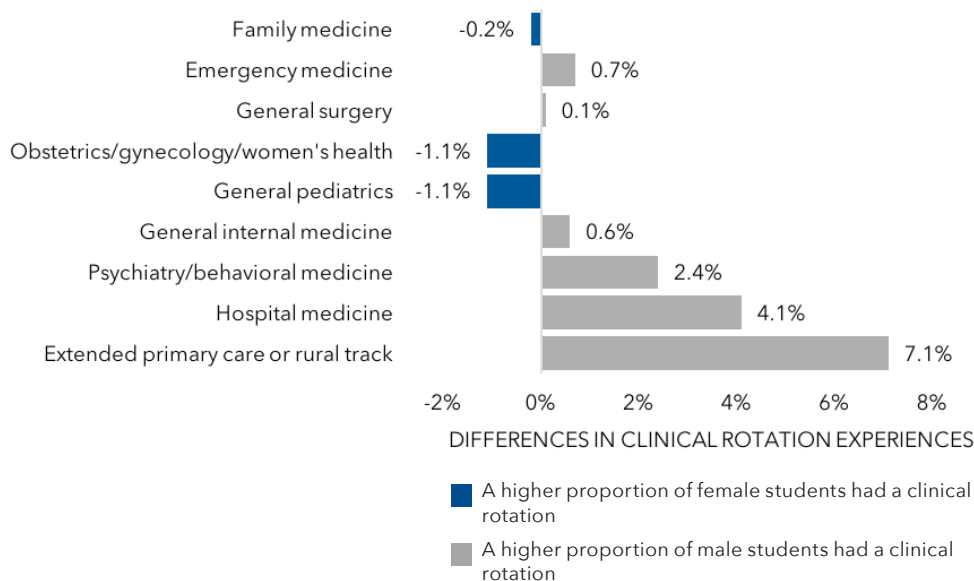


TABLE 42. QUALITY OF EDUCATIONAL EXPERIENCES IN CLINICAL ROTATIONS BY GENDER

		Poor		Fair		Good		Excellent		Total
		n (S)	%	n (S)	%	n (S)	%	n (S)	%	n (S)
Family medicine	Male	19	2	65	8.1	284	35	436	54	804
	Female	59	3	201	9	773	33	1,338	56	2,371
Emergency medicine	Male	13	2	55	7	264	33	474	59	806
	Female	40	2	201	9	714	30	1,414	60	2,369
General surgery	Male	53	7	125	16	254	32	369	46	801
	Female	132	6	300	13	760	32	1,166	49	2,358
Obstetrics/gynecology/women's health	Male	70	9	129	17	290	37	291	37	780
	Female	157	7	308	13	752	32	1,108	48	2,325
General pediatrics	Male	55	7	107	14	282	36	333	43	777
	Female	148	6	330	14	786	34	1,055	46	2,319
General internal medicine	Male	31	4	100	13	296	38	361	46	788
	Female	125	5	273	12	765	33	1,142	50	2,305
Psychiatry/behavioral medicine	Male	65	9	148	19	267	35	282	37	762
	Female	174	8	374	17	790	36	852	39	2,190
Hospital medicine	Male	38	5	124	17	273	38	280	39	715
	Female	145	7	306	15	709	35	851	42	2,011
Extended primary care or rural track	Male	15	2	51	8	256	41	296	48	618
	Female	33	2	131	8	629	38	854	52	1,647

FIGURE 12. QUALITY OF EDUCATIONAL EXPERIENCES IN CLINICAL ROTATIONS BY GENDER

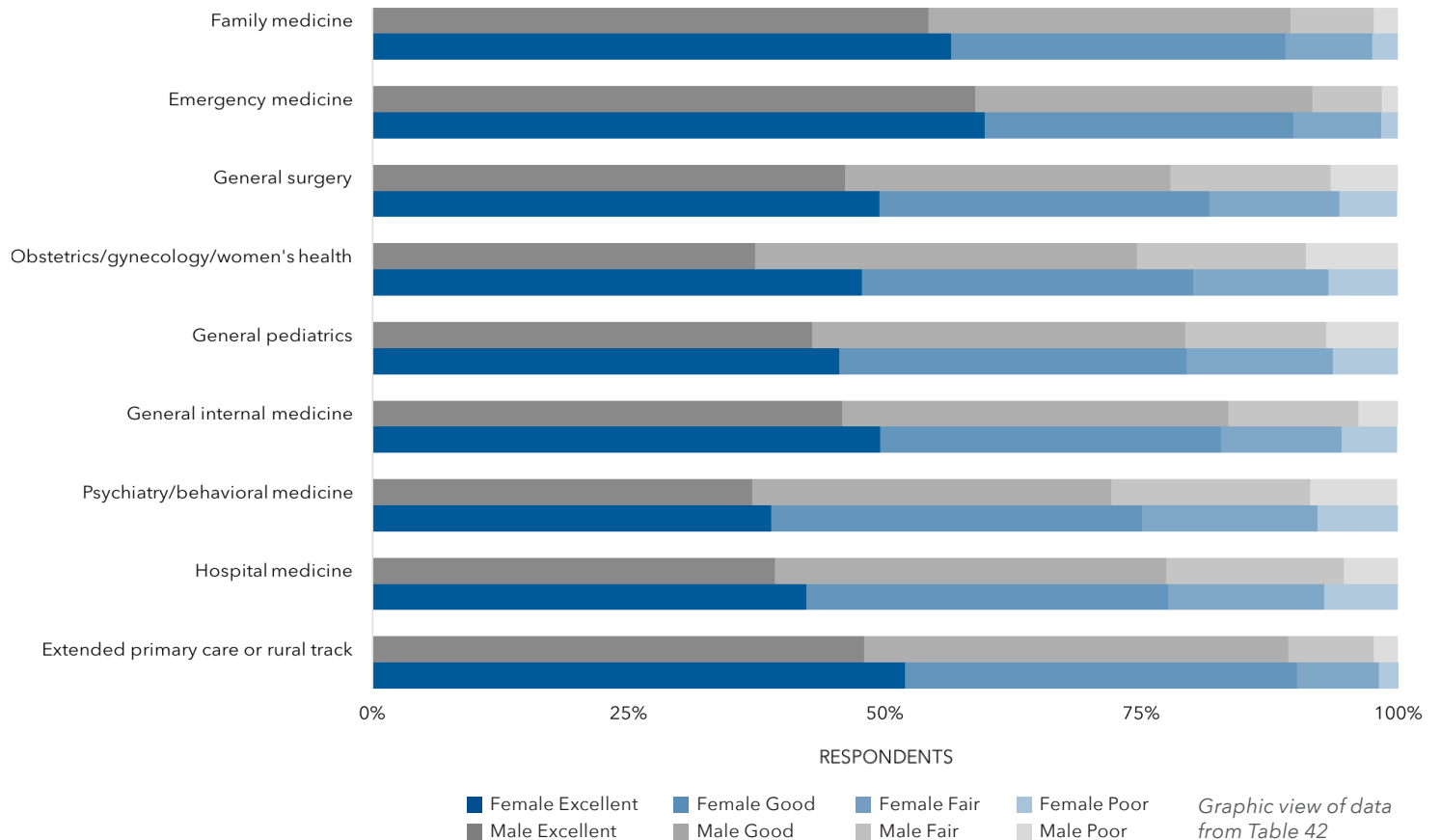


TABLE 43. EXPERIENCES WITH PRECEPTORS DURING CLINICAL ROTATIONS

	<i>n</i> (S)	%
Emergency medicine		
Observed by preceptors taking patient history	2,164	67.8
Observed by preceptors performing physical exam	2,319	73.0
Observed by preceptors performing technical procedures	2,964	93.6
Preceptors gave midpoint feedback	2,691	85.1
Family medicine		
Observed by preceptors taking patient history	2,239	70.2
Observed by preceptors performing physical exam	2,319	73.0
Observed by preceptors performing technical procedures	2,710	86.1
Preceptors gave midpoint feedback	2,812	89.3
General surgery		
Observed by preceptors taking patient history	1,900	59.7
Observed by preceptors performing physical exam	2,144	67.8
Observed by preceptors performing technical procedures	2,998	95.0
Preceptors gave midpoint feedback	2,572	81.5
Internal medicine		
Observed by preceptors taking patient history	2,121	66.8
Observed by preceptors performing physical exam	2,262	71.6
Observed by preceptors performing technical procedures	2,410	76.9
Preceptors gave midpoint feedback	2,675	85.0
Obstetrics/gynecology/women's health		
Observed by preceptors taking patient history	2,113	66.8
Observed by preceptors performing physical exam	2,611	82.9
Observed by preceptors performing technical procedures	2,848	90.6
Preceptors gave midpoint feedback	2,577	82.0
Pediatrics		
Observed by preceptors taking patient history	2,208	69.6
Observed by preceptors performing physical exam	2,459	77.9
Observed by preceptors performing technical procedures	2,530	80.7
Preceptors gave midpoint feedback	2,665	84.7
Psychiatry/behavioral medicine		
Observed by preceptors taking patient history	2,055	65.6
Observed by preceptors performing physical exam	1,869	60.4
Observed by preceptors performing technical procedures	1,843	60.0
Preceptors gave midpoint feedback	2,364	76.2

TABLE 44. PARTICIPATION IN REQUIRED IPE ACTIVITIES

	n (S)	%
Yes	2,431	76.8
No	476	15.0
Unsure	258	8.2
Total	3,165	100.0

TABLE 45. TYPES OF IPE EXPERIENCES

	n (S)	%
Patient-centered case problems	1,359	55.9
Active engagement with patients	1,328	54.6
Clinical simulations	1,134	46.6
Team skills training	975	40.1
Community projects or service learning activities	768	31.6
Lecture only, basic science	619	25.5
Lecture only, clinical subject	581	23.9
Other	101	4.2

Note: Percentages will sum to more than 100 because respondents could select more than one type of experience.

TABLE 46. TYPES OF IPE STUDENTS

	n (S)	%
Nursing	1,647	67.7
Physical Therapy	1,490	61.3
Pharmacy	1,438	59.2
Allopathic Medicine (MD)	1,166	48.0
Occupational Therapy	942	38.7
Osteopathic Medicine (DO)	840	34.6
Social Work	773	31.8
Dentistry	493	20.3
Public Health	444	18.3
Psychology	425	17.5

Note: Only the top 10 most commonly reported health professions students are reported here.

TABLE 47. CONFIDENCE IN PA COMPETENCIES

	Not Confident		Neutral		Confident		Very Confident		Total n (S)
	n (S)	%	n (S)	%	n (S)	%	n (S)	%	
Professionalism	NR	NR	27	0.9	626	20.1	2,466	79.0	3,119
Interpersonal & communication skills	8	0.3	60	1.9	1,051	33.7	2,003	64.2	3,122
Practice-based learning & improvement	19	0.6	263	8.4	1,591	51.0	1,247	40.0	3,120
Patient care	18	0.6	180	5.8	1,814	58.1	1,109	35.5	3,121
Systems-based practice	80	2.6	410	13.1	1,620	51.9	1,011	32.4	3,121
Medical knowledge	33	1.1	264	8.4	2,140	68.5	688	22.0	3,125

Note: Due to low response rates for answer choices “not at all confident” and “not confident,” these two response categories were collapsed into “not confident.”

PA Competencies

Medical Knowledge

Includes synthesis of pathophysiology, patient presentation, differential diagnosis, patient management, surgical principles, health promotion, and disease prevention

Interpersonal & Communication Skills

Encompasses verbal, nonverbal, written, and electronic exchange of information to patients, peers, and others

Patient Care

Includes patient and setting-specific assessment, evaluation, and management

Professionalism

The expression of positive values and ideals as care is delivered and prioritizing patients’ needs over one’s own; includes ethical practice and cultural sensitivity

Practice-Based Learning & Improvement

Includes processes and practices through which PAs engage in critical analysis of their own practice experience, medical literature, and other resources to improve

Systems-Based Practice

Awareness and responsiveness to the larger system of health care to provide patient care that balances quality and cost

TABLE 48. HOW CHALLENGING WAS PA SCHOOL

	n (S)	%
Less challenging than I expected	173	5.3
What I expected	1,901	58.6
More challenging than I expected	1,170	36.1
Total	3,244	100.0

FIGURE 13. HOW CHALLENGING WAS PA SCHOOL

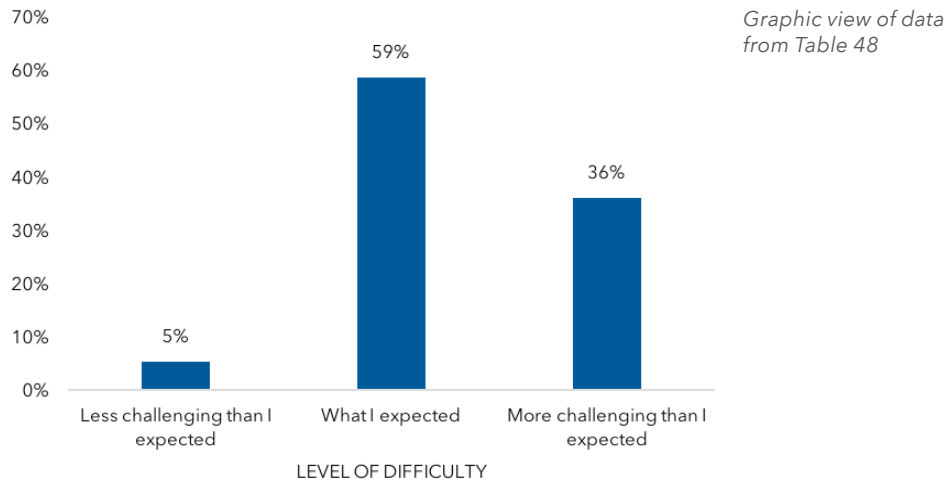
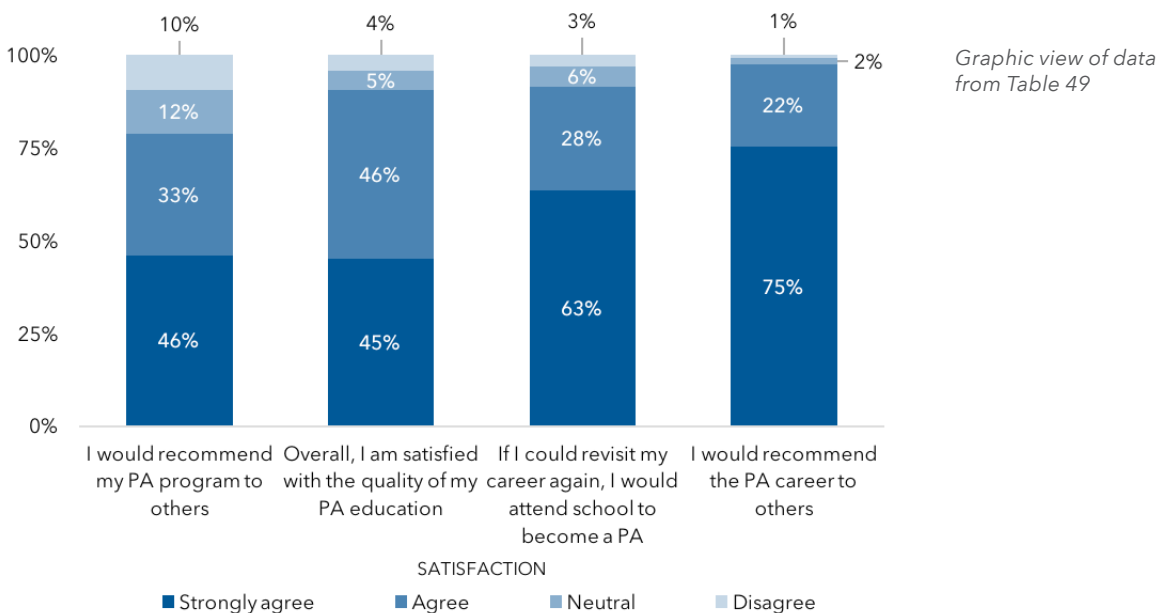


TABLE 49. SATISFACTION WITH EXPERIENCE IN PA SCHOOL

	Disagree		Neutral		Agree		Strongly Agree		Total n (S)
	n (S)	%	n (S)	%	n (S)	%	n (S)	%	
I would recommend my PA program to others	309	9.5	383	11.8	1,063	32.6	1,502	46.1	3,257
Overall, I am satisfied with the quality of my PA education	140	4.3	165	5.1	1,489	45.6	1,470	45.0	3,264
If I could revisit my career again, I would attend school to become a PA	98	3.0	178	5.5	914	28.1	2,060	63.4	3,250
I would recommend the PA career to others	25	0.8	56	1.7	725	22.2	2,459	75.3	3,265

Note: Due to low response rates, the categories “strongly disagree” and “disagree” were combined into “disagree.”

FIGURE 14. SATISFACTION WITH EXPERIENCE IN PA SCHOOL



SECTION 8. EOPS: FUTURE PRACTICE

TABLE 50. CHOICE OF PRACTICE ENVIRONMENT AFTER GRADUATION

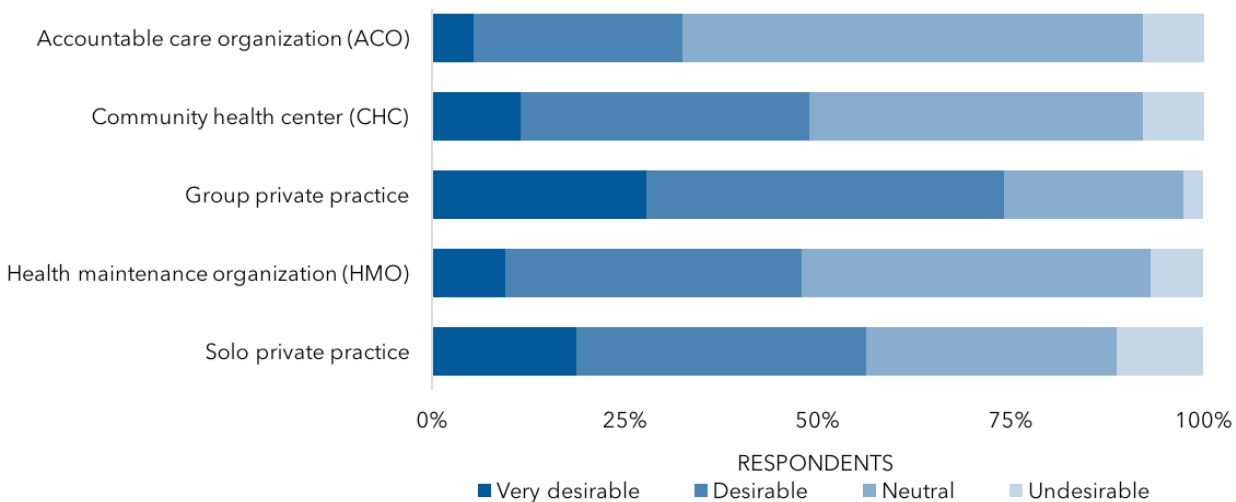
	n (S)	%
Suburban	1,241	37.8
Urban	955	29.1
Rural	496	15.1
Medically underserved area (MUA)	283	8.6
Inner city	204	6.2
Military base(s)	38	1.2
Other	37	1.1
Overseas	15	0.5
Federal or state prison system	10	0.3
Total	3,279	100.0

TABLE 51. DESIRABILITY OF PRACTICE SETTINGS

	Undesirable		Neutral		Desirable		Very Desirable		Total n (S)
	n (S)	%	n (S)	%	n (S)	%	n (S)	%	
Accountable care organization (ACO)	239	7.9	1,812	59.8	818	27	163	5.4	3,032
Community health center (CHC)	241	7.9	1,318	43.3	1,139	37.4	349	11.5	3,047
Group private practice	78	2.6	713	23.3	1,417	46.4	848	27.7	3,056
Health maintenance organization (HMO)	206	6.8	1,376	45.3	1,171	38.5	287	9.4	3,040
Solo private practice	341	11.2	989	32.5	1,147	37.6	570	18.7	3,047

Note: Due to low response rates, the categories “very undesirable” and “undesirable” were combined into “undesirable.”

FIGURE 15. DESIRABILITY OF PRACTICE SETTINGS

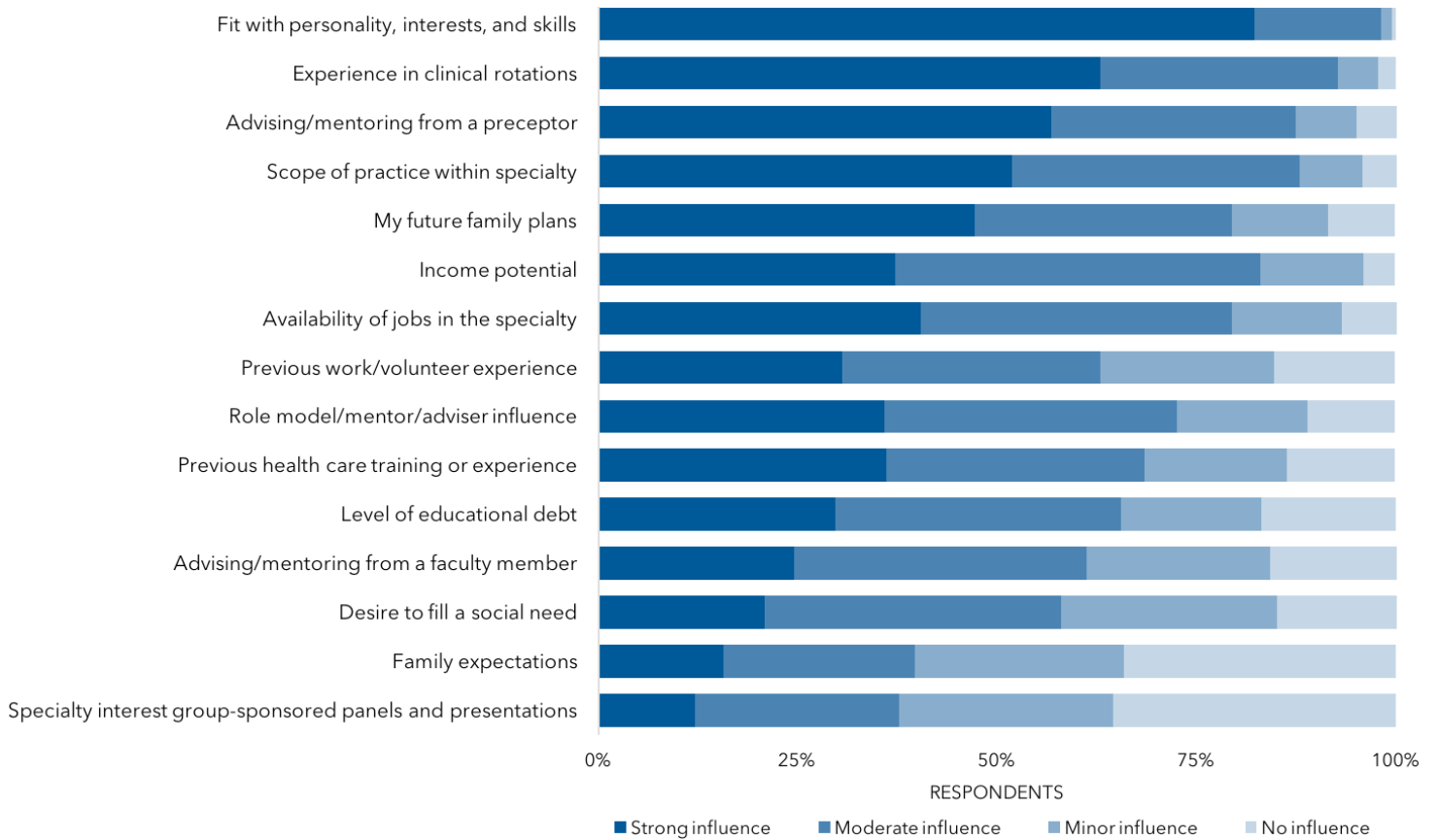


Graphic view of data from Table 51

TABLE 52. FACTORS THAT INFLUENCED SPECIALTY CHOICE

	No Influence		Minor Influence		Moderate Influence		Strong Influence		Total
	n (S)	%	n (S)	%	n (S)	%	n (S)	%	
Fit with personality, interests, and skills	14	0.5	43	1.4	489	15.8	2,542	82.3	3,088
Experience in clinical rotations	68	2.2	157	5.1	916	29.7	1,946	63	3,087
Advising/mentoring from a preceptor	155	5	234	7.6	949	30.7	1,756	56.8	3,094
Scope of practice within specialty	132	4.3	240	7.8	1,109	36.1	1,595	51.9	3,076
My future family plans	260	8.4	374	12.1	993	32.2	1,454	47.2	3,081
Income potential	124	4	400	12.9	1,416	45.8	1,150	37.2	3,090
Availability of jobs in the specialty	212	6.9	422	13.7	1,206	39.1	1,247	40.4	3,087
Previous work/volunteer experience	465	15.1	71	21.8	997	32.4	941	30.6	2,474
Role model/mentor/adviser influence	339	11	505	16.4	1,126	36.6	1,104	35.9	3,074
Previous health care training or experience	417	13.5	552	17.9	1,000	32.4	1,114	36.1	3,083
Level of education debt	521	16.9	543	17.6	1,106	35.8	916	29.7	3,086
Advising/mentoring from a faculty member	491	15.9	710	23	1,131	36.6	761	24.6	3,093
Desire to fill a social need	461	15	836	27.1	1,146	37.2	640	20.8	3,083
Family expectations	1,052	34.1	809	26.2	741	24	474	15.7	3,076
Specialty interest group-sponsored panels and presentations	1,090	35.5	923	26.8	784	25.6	370	12.1	3,167

FIGURE 16. FACTORS THAT INFLUENCED SPECIALTY CHOICE



Graphic view of data from Table 52

TABLE 53. EMPLOYMENT STATUS

	<i>n</i> (S)	%
Accepted a job offer	1,151	36.7
Had at least one interview or invitation to interview but have not yet received a job offer	654	20.9
Received at least one job offer but have not accepted a position	583	18.6
Not yet started my job search	418	13.3
Submitted job applications but have not yet received an invitation to interview	278	8.9
Plan to apply for a PA residency	49	1.6
Total	3,133	100.0

TABLE 54. JOB OFFER ACCEPTED

	<i>n</i> (S)	%
Discipline job offer was accepted in		
Emergency medicine (not urgent care)	240	21.0
Family/General medicine	211	18.5
Orthopedics	122	10.7
Other surgical subspecialties	96	8.4
Hospitalist	64	5.6
Urgent care	62	5.4
General internal medicine	49	4.3
Critical care	45	3.9
Other internal medicine subspecialty	38	3.3
Dermatology	36	3.2
General surgery	33	2.9
Cardiovascular/Cardiothoracic	33	2.9
Psychiatry/Behavioral medicine	20	1.8
Obstetrics/Gynecology/Women's health	18	1.6
General pediatrics	17	1.5
Oncology	15	1.3
Cardiology	14	1.2
Pediatric subspecialties	13	1.1
Neurology	10	0.9
Plastic surgery	5	0.4
Total	1,141	100.0

TABLE 55. WAS THE PRACTICE DISCIPLINE WHERE JOB OFFER ACCEPTED THE STUDENT'S FIRST CHOICE

	<i>n</i> (S)	%
Yes	1,025	89.3
No	123	10.7
Total	1,148	100.0

SECTION 9. EOPS: FINANCIAL INFORMATION

TABLE 56. RECEIVED SCHOLARSHIPS, STIPENDS, OR GRANTS

	<i>n</i> (S)	%
Yes	1,045	33.5
No	2,072	66.5
Total	3,117	100.0

Note: This excludes loans.

TABLE 57. AMOUNT OF SCHOLARSHIPS, STIPENDS, OR GRANTS RECEIVED

	<i>n</i> (S)	<i>M</i> (\$)	<i>SD</i> (\$)	P10 (\$)	P25 (\$)	P50 (<i>Mdn</i>) (\$)	P75 (\$)	P90 (\$)
Amount of scholarships, stipends, or grants received	629	16,405	26,455	1,000	2,000	5,000	15,000	47,000

TABLE 58. PLANS TO ENTER STATE/FEDERAL LOAN FORGIVENESS PROGRAMS

	<i>n</i> (S)	%
No	1,169	37.6
Unsure	1,400	45.1
Yes	536	17.3
Armed Services	34	6.3
Department of Education Public Service Loan Forgiveness	177	33.0
Indian Health Service Corps	36	6.7
National Health Service Corps	215	40.1
State loan forgiveness program	285	53.2
Uniformed Service	20	3.7
Other	24	4.5
Total	3,105	100.0

Note: Percentages of loan forgiveness programs sum to more than 100 because respondents could select more than one.

TABLE 59. AMOUNT OF OUTSTANDING PA EDUCATION LOANS

	<i>n</i> (S)	<i>M</i> (\$)	<i>SD</i> (\$)	P10 (\$)	P25 (\$)	P50 (<i>Mdn</i>) (\$)	P75 (\$)	P90 (\$)
Amount of outstanding education loans	1,539	94,947	46,083	40,000	60,000	93,000	126,000	154,000

Note: Excludes interest. Respondents were only asked to report if they had more than \$1,000 of outstanding PA education loans.

TABLE 60. SUPPLEMENTAL LOANS

	<i>n</i> (S)	%
No additional loans	1,040	31.6
Took supplemental loans	2,249	68.4
Direct PLUS Loan	1,699	75.5
Credit cards	233	10.4
Parent PLUS Loan	125	5.6
Private loan	113	5.0
Personal	29	1.3
Loan servicer	15	0.7
Grad PLUS Loan	13	0.6
Government loan (state or federal)	11	0.5
Institutional/school loan	10	0.4
Home equity loan	7	0.3
Other	24	1.1

SECTION 10. EOPS: NEGATIVE EXPERIENCES

TABLE 61. DOES STUDENT’S PROGRAM HAVE POLICIES REGARDING THE MISTREATMENT OF STUDENTS?

	<i>n</i> (S)	%
Yes	1,414	58.9
No	95	4.0
Unsure	890	37.1
Total	2,399	100.0

TABLE 62. NEGATIVE EVENTS EXPERIENCED PERSONALLY

	Never		Once		More than Once	
	<i>n</i> (S)	%	<i>n</i> (S)	%	<i>n</i> (S)	%
Been publicly embarrassed	1,848	77.7	273	11.5	256	10.8
Been publicly humiliated	2,112	89.0	159	6.7	101	4.3
Been threatened with physical harm	2,342	98.5	27	1.1	9	0.4
Been physically harmed (e.g., hit, slapped, kicked)	2,346	98.7	25	1.1	5	0.2
Been required to perform personal services (e.g., shopping, babysitting)	2,322	97.8	40	1.7	13	0.5
Been subjected to unwanted sexual advances	2,301	96.7	45	1.9	33	1.4
Been asked to exchange sexual favors for grades or other rewards	2,373	100.0	NR	NR	NR	NR
Been denied opportunities for training or rewards based on my gender	2,304	97.0	33	1.4	39	1.6
Been subjected to offensive remarks/names based on my gender	2,225	93.8	74	3.1	73	3.1
Received lower evaluations or grades solely because of my gender rather than performance	2,347	98.9	17	7.0	10	0.4
Been denied opportunities for training or rewards based on my race or ethnicity	2,329	98.3	19	0.8	21	0.9
Been subjected to offensive remarks/names based on my race or ethnicity	2,322	97.8	27	1.1	25	1.1
Received lower evaluations or grades solely because of my race or ethnicity rather than performance	2,347	99.1	14	0.6	8	0.3
Been denied opportunities for training or rewards based on my sexual orientation	2,362	99.8	NR	NR	NR	NR
Been subjected to offensive remarks/names regarding my sexual orientation	2,356	99.5	6	0.3	7	0.3
Received lower evaluations or grades solely because of my sexual orientation rather than performance	2,369	99.8	NR	NR	NR	NR
Been denied opportunities for training or rewards based on my gender identification	2,366	99.8	NR	NR	NR	NR
Been subjected to offensive remarks/names regarding my gender identification	2,368	99.9	NR	NR	NR	NR
Received lower evaluations or grades solely because of my gender identification rather than performance	2,368	99.9	NR	NR	NR	NR
Been denied opportunities for training or rewards based on my religion	2,355	99.3	8	0.3	9	0.4
Been subjected to offensive remarks/names regarding my religion	2,312	97.6	31	1.3	25	1.1
Received lower evaluations or grades solely because of my religion rather than performance	2,364	99.6	5	0.2	5	0.2

Note: Due to low response rates, “often” and “frequently” were combined into “more than once.”

TABLE 63. PERFORMERS OF NEGATIVE EVENTS EXPERIENCED PERSONALLY

	<i>n</i> (S)	%
Patients	169	7.0
Preceptors	377	15.7
Program faculty	215	9.0
Program staff	48	2.0
Other health professionals	159	6.6
Other PA students	36	5.7
Other health professional students	38	1.6

TABLE 64. REASONS FOR NOT REPORTING NEGATIVE EVENTS EXPERIENCED PERSONALLY

	<i>n</i> (S)	%
Reported incidents	138	19.6
Did not report incidents	566	80.4
Incident(s) did not seem important enough to report	323	56.1
I did not think anything would be done about it	168	29.2
Handled incident(s) by myself	142	24.7
Fear of reprisal	84	14.6
Did not know what to do	43	7.5
Other	18	3.1

TABLE 65. NEGATIVE EVENTS THAT HAPPENED TO SOMEONE OTHER THAN REPORTING STUDENT

	Never		Once		More than Once	
	n (S)	%	n (S)	%	n (S)	%
Been publicly embarrassed	1,755	74.6	193	8.2	404	17.2
Been publicly humiliated	2,000	85.3	137	5.8	207	8.8
Been threatened with physical harm	2,312	98.6	18	0.8	14	0.6
Been physically harmed (e.g., hit, slapped, kicked)	2,320	99.0	16	0.7	8	0.3
Been required to perform personal services (e.g., shopping, babysitting)	2,278	97.1	30	1.3	39	1.7
Been subjected to unwanted sexual advances	2,242	95.7	46	2.0	54	2.3
Been asked to exchange sexual favors for grades or other rewards	2,338	99.8	NR	NR	NR	NR
Been denied opportunities for training or rewards based on my gender	2,277	97.3	17	0.7	46	2.0
Been subjected to offensive remarks/names based on my gender	2,254	96.2	30	1.3	59	2.5
Received lower evaluations or grades solely because of my gender rather than performance	2,319	99.0	5	0.2	18	0.8
Been denied opportunities for training or rewards based on my race or ethnicity	2,301	98.3	14	0.6	25	1.1
Been subjected to offensive remarks/names based on my race or ethnicity	2,265	96.6	38	1.6	41	1.7
Received lower evaluations or grades solely because of my race or ethnicity rather than performance	2,308	98.6	17	0.7	16	0.7
Been denied opportunities for training or rewards based on my sexual orientation	2,342	99.4	10	0.4	5	0.2
Been subjected to offensive remarks/names regarding my sexual orientation	2,302	98.4	22	0.9	16	0.7
Received lower evaluations or grades solely because of my sexual orientation rather than performance	2,330	99.6	6	0.3	NR	NR
Been denied opportunities for training or rewards based on my gender identification	2,333	99.0	6	0.3	NR	NR
Been subjected to offensive remarks/names regarding my gender identification	2,322	99.4	8	0.3	6	0.3
Received lower evaluations or grades solely because of my gender identification rather than performance	2,335	99.8	NR	NR	NR	NR
Been denied opportunities for training or rewards based on my religion	2,320	99.2	12	0.5	7	0.3
Been subjected to offensive remarks/names regarding my religion	2,289	97.9	23	1.0	27	1.2
Received lower evaluations or grades solely because of my religion rather than performance	2,324	99.5	8	0.3	NR	NR

Note: Due to low response rates, "often" and "frequently" were combined into "more than once."

TABLE 66. PERFORMERS OF NEGATIVE EVENTS THAT HAPPENED TO SOMEONE OTHER THAN REPORTING STUDENT

	n (S)	%
Patients	120	5.0
Preceptors	290	12.1
Program faculty	280	11.7
Program staff	66	2.7
Other health professionals	126	5.2
Other PA students	163	6.8
Other health professional students	51	2.1

TABLE 67. REASONS FOR NOT REPORTING NEGATIVE EVENTS THAT HAPPENED TO SOMEONE OTHER THAN REPORTING STUDENT

	<i>n</i> (S)	%
Reported incidents	99	14.3
Did not report incidents	595	85.7
Did not know what to do	78	12.9
Fear of reprisal	74	12.3
Handled incident(s) by myself	51	8.5
I did not think anything would be done about it	188	31.2
Incident(s) did not seem important enough to report	286	47.4
Student(s) subjected to the incident(s) asked me not to report it	45	7.4
Student(s) subjected to the incident(s) or someone else reported it	38	6.3
Other	41	6.8

UPDATES

August 2017

Figure 3 – updated table title and footnote

November 2017

Figure 19 – updated order of data