

Twenty-Seventh
Annual Report

Physician Assistant Educational Programs in the United States

2010-2011



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Introduction

Physician Assistant Education Association

Founded in 1972, the Physician Assistant Education Association (PAEA), formerly known as the Association of Physician Assistant Programs (APAP), is the only national organization representing physician assistant (PA) educational programs in the United States. As of December 2012, PAEA represented 168 member programs; historically, all accredited programs have elected to join the Association. The Association provides a number of benefits to faculty at member programs, including the Annual Education Forum, a quarterly peer-reviewed journal, a newsletter blog, faculty and program directories, the PACKRAT student assessment exam, End of Rotation (EOR) Exams, and this report. The Association also provides services to students and applicants, including the Physician Assistant Programs Directory and the Central Application Service for Physician Assistants (CASPA).

The Annual Report

The process of establishing a national database on PA programs was initiated in 1984 by Denis Oliver, PhD. The first national survey requested information about a variety of program characteristics, including institutional sponsorship, financial support, program personnel (faculty and support staff), characteristics of applicants and matriculants, curriculum, student attrition, and graduate employment characteristics. The findings from the 1984 survey were published as the *First Annual Report on Physician Assistant Educational Programs in the United States, 1984–1985*, and to date, a total of 27 annual reports have been published, including the present report.

Dr. Oliver retired as author after publication of the 11th Annual Report. Between 1995 and 2007, the survey was conducted and the report authored by Albert Simon and Marie Link from the Saint Francis University Department of Physician Assistant Sciences. In 2008, PAEA brought the project in house and revamped the process, including revisions to the program survey, development of an online survey portal to facilitate the programs' submission of data, and report redesign. This is the last year that the Annual Report will be available in print. The report will be available only online in subsequent years.

Response rates typically have been over 80%. This response rate makes the findings likely to be representative of the PA educational programs in the United States. In an effort to achieve a 100% response rate, PAEA continues to pursue efforts to improve program compliance with its membership requirement to complete the survey. The basic elements of the survey have remained consistent over its 27-year history, which has allowed the Association to detect trends and document changes over time. For this report, the overall response rate for PA programs was 100%; however, the response rate for some items is lower.

Methods

Surveys were delivered via email links to all member PA program directors.

The Survey Instrument

The survey consisted of six sections:

- 1. General Information:** Includes geographic location of programs, Carnegie classification of sponsoring institutions, credentials awarded, year first class enrolled, program length, and program start and end months.
- 2. Financial Information:** Includes program budget sources, expense areas, tuition and fees, incidental costs for students, and financial aid information.
- 3. Program Personnel:** Includes student/faculty ratio, demographic characteristics of faculty and staff, professional characteristics of faculty and staff, salaries of faculty and staff, clinical work, turnover, tenure tracks available at sponsoring institutions, and barriers to hiring new faculty.
- 4. Application and Admissions:** Includes recruiting strategies, entry degree requirements, prerequisite courses, health care experience requirements, and interview requirements.
- 5. Matriculants:** Includes demographic and academic information about enrolled students.
- 6. Class Profiles and Graduates:** Includes information on student graduation, attrition and deceleration, characteristics of recent graduates, and starting salaries for recent graduates.

Survey Period and Coverage

All sections of the survey cover the 2010–2011 academic year, except those relating to financial information. The financial information is based on the 2010–2011 fiscal year, as defined by each program.

Unless otherwise indicated, the survey covers the professional phase of the program. “Professional phase” is defined as that portion of a PA student’s education that is conducted in an educational program accredited by the ARC-PA; this is typically about two years in length (one year of classroom and laboratory instruction followed by one year of clinical rotations). Students in “pre-PA programs” or the first two years of 2+2 or similar programs were not considered to be in the professional phase.

Response Rate

The online survey was sent to 159 member programs in June 2011. Of the 159 programs, 154 were PAEA members and five had pending memberships. Phone and email reminders were sent to non-respondents. The survey data used in this report were downloaded in March 2012. The survey yielded an overall response rate of 100% based on the 159 respondents; however, the response rate for some items is lower. After the survey was conducted, nine new programs were accredited and joined PAEA as of December 2012. General information for all 168 member programs was included whenever possible.

Data Editing and Analysis

Responses to multiple-choice questions were checked for logistical consistency. Responses were examined for extreme values and possible errors. In cases of obvious misinterpretations or inconsistencies in the responses to specific items, respondents were contacted for clarification. Responses that fell outside of reasonable parameters were not included in this analysis. Tables and figures presented in this report represent aggregate data from the respondents. The number of responses to particular questionnaire items varied slightly. Data for the matriculant section of the survey were primarily obtained from reports generated through the Central Application Service for Physician Assistants (CASPA).

IHS Global Insight assisted with the analysis of data and creation of tables. IHS Global Insight consultants Timothy Dall and Michael Storm created preliminary tables for the entire report and provided final salary tables for publication. In general, analyses of the data consisted of producing descriptive statistics on the variables of interest (i.e., percentage, arithmetic mean, median, standard deviation (SD), range of values, and percentiles). Data were not reported when five or fewer values were represented in a category. In some cases, percentages presented in tables will not equal 100% due to rounding.

Corrections to the 26th Annual Report

Please note the following corrections to the *26th Annual Report on Physician Assistant Educational Programs in the United States*:

Page 14: On average, responding PA programs had 10.4 faculty members and 3.2 staff members.

Page 30: White students had a graduation rate of 93.3%, followed by Asian students (92.8%), and African American students (84.3%).

Acknowledgements

Theresa Hegmann, Data and Research Subcommittee Chair, University of Iowa

Data and Research Subcommittee, PAEA

Crecilla Scott, former Director of Data and Research, PAEA

Rachel Hamann, Research Assistant, PAEA

Note: Although a significant portion of the work of the 27th Annual Report was contributed by those identified above, the final report was prepared by:

Lindsey Mayberry, Senior Research Analyst, PAEA

Anthony A. Miller, Senior Director, Education Policy and Strategy, PAEA

Definitions

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

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

East: DC, DE, MD, PA

Heartland: KS, LA, NE, OK, TX

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

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

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

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

Core faculty: The program director, the medical director, and all additional faculty, regardless of FTE (full-time equivalent), who are supervised by the program director.

Decelerated students: Students who do not advance to graduation with the same class they matriculated with.

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

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

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

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

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

Additional Copies of this Report

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Section 1. General Information

Geographic Location

By December 2012, there were 168 PA member programs across the country. As shown in Figure 1, the states with the largest numbers of programs are New York (21 programs), Pennsylvania (18 programs), California (9 programs), and Florida (9 programs). Programs in those four states made up more than one-third of all programs (34%). This distribution of programs by consortium can be found in Table 1.

Figure 1. Geographic Distribution of PA Member Programs as of December 2012

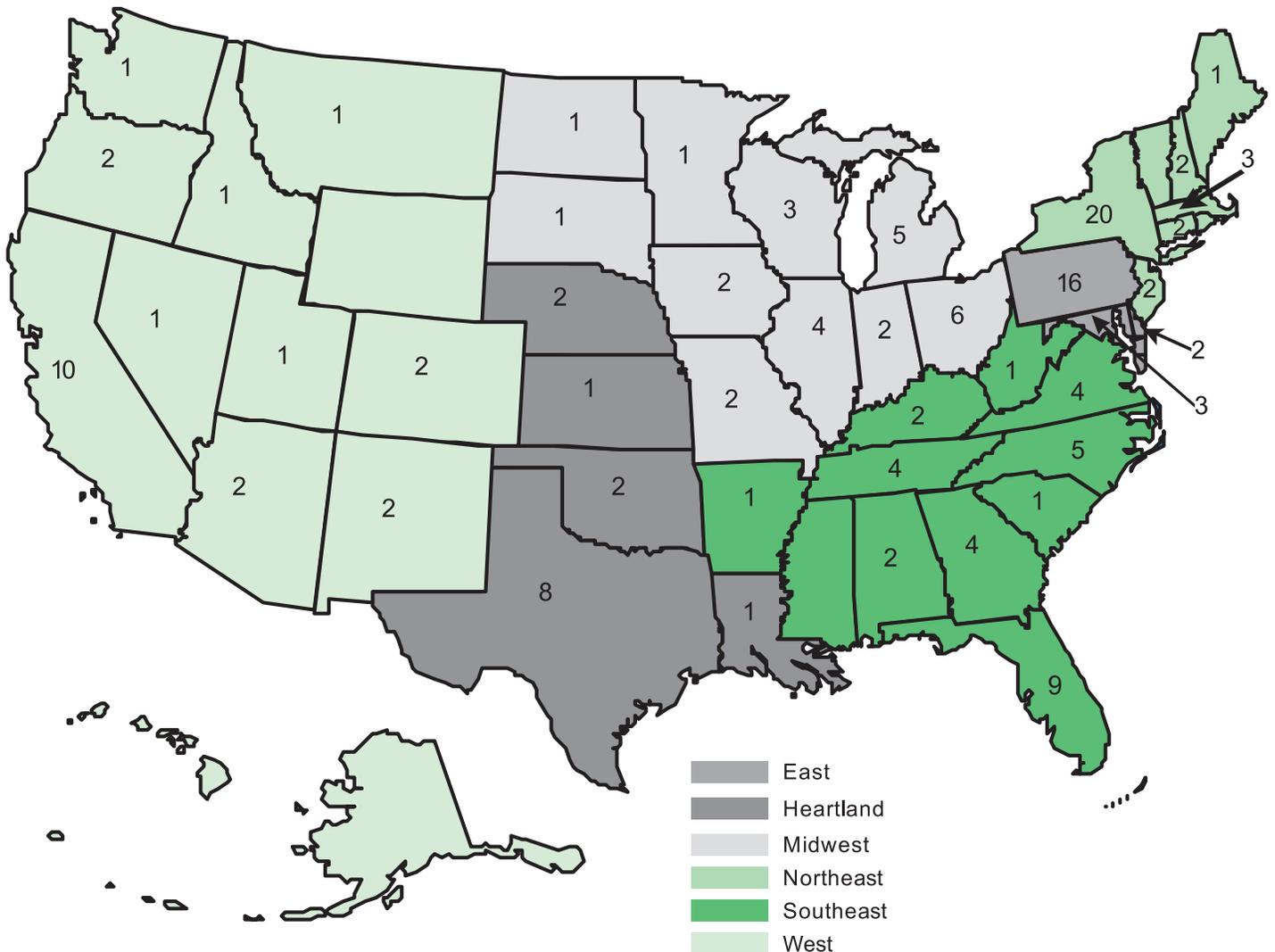


Table 1. Distribution of PA Member Programs

Consortium	ALL PROGRAMS		SURVEYED PROGRAMS	
	Number	Percent	Number	Percent
Southeast	37	22.0%	36	22.6%
Northeast	36	21.4%	33	20.8%
Midwest	32	19.0%	31	19.5%
West	23	13.7%	22	13.8%
East	23	13.7%	22	13.8%
Heartland	17	10.1%	15	9.4%
Total	168	100%	159	100%

Carnegie Classification of Sponsoring Institution

Currently, approximately two out of three (65%) sponsoring institutions are private (see Table 2). The majority of the surveyed institutions were universities, whereas 4% were associate level colleges (classified in past reports as community colleges). Of the 156 programs that responded, 36.5% indicated that their sponsoring institution was an academic health center (AHC).

Table 2. Carnegie Classification of PA Member Program Sponsoring Institutions

	ALL PROGRAMS		SURVEYED PROGRAMS	
	Number	Percent	Number	Percent
Private	109	64.9%	104	65.8%
Public	59	35.1%	54	34.2%
Total	168	100%	158	100%
Associate Level Programs				
Associate's – Private For-Profit	1	0.6%	1	0.6%
Associate's – Private For-Profit 4-Year Primarily Associate's	0	0.0%	0	0.0%
Associate's – Public 4-Year Primarily Associate's	1	0.6%	1	0.6%
Associate's – Public Suburban-Serving Multicampus	1	0.6%	1	0.6%
Associate's – Public Suburban-Serving Single Campus	1	0.6%	1	0.6%
Associate's Public Urban-Serving Multicampus	3	1.8%	3	1.9%
Total	7	4.2%	7	4.4%
Baccalaureate Level Programs				
Baccalaureate Colleges – Arts & Sciences	1	0.6%	0	0.0%
Baccalaureate/Associate's Colleges	4	2.4%	4	2.5%
Baccalaureate Colleges – Diverse Fields	10	6.0%	10	6.3%
Total	15	8.9%	14	8.8%
Medical Schools/Other Health Profession Schools				
Special Focus Institutions—Medical schools and medical centers	28	16.7%	27	17.0%
Special Focus Institutions—Other health professional schools	8	4.8%	7	4.4%
Total	36	21.4%	34	21.4%
Master Level Programs				
Master's Colleges and Universities (larger programs)	43	25.6%	42	26.4%
Master's Colleges and Universities (medium programs)	7	4.2%	5	3.1%
Master's Colleges and Universities (smaller programs)	8	4.8%	8	5.0%
Total	58	34.5%	55	34.6%
Research Universities				
Doctoral/Research Universities	10	6.0%	10	6.3%
Research Universities (high research activities)	22	13.1%	20	12.6%
Research Universities/VH (very high research activities)	19	11.3%	18	11.3%
Total	51	30.4%	48	30.2%
Military (not included in Carnegie Classification)				
Military	1	0.6%	1	0.6%
Total	1	0.6%	1	0.6%
Total	168	100%	159	100%

Credentials Awarded

The vast majority of PA programs (91%) offer a master’s degree as the highest credential (see Table 3). Three programs offer a certificate. Figure 2 illustrates the rapid growth of master’s level programs since 2000.

Table 3. Highest Credential Awarded by PA Member Programs

Credential	ALL PROGRAMS		SURVEYED PROGRAMS	
	Number	Percent	Number	Percent
Master’s Degree	154	91.6%	144	91.1%
Baccalaureate	10	6.0%	10	6.3%
Certificate	3	1.8%	3	1.9%
Associate’s Degree	1	0.6%	1	0.6%
Total	168	100%	158	100%

Figure 2. Highest Credential Awarded by PA Member Programs 1997–2011

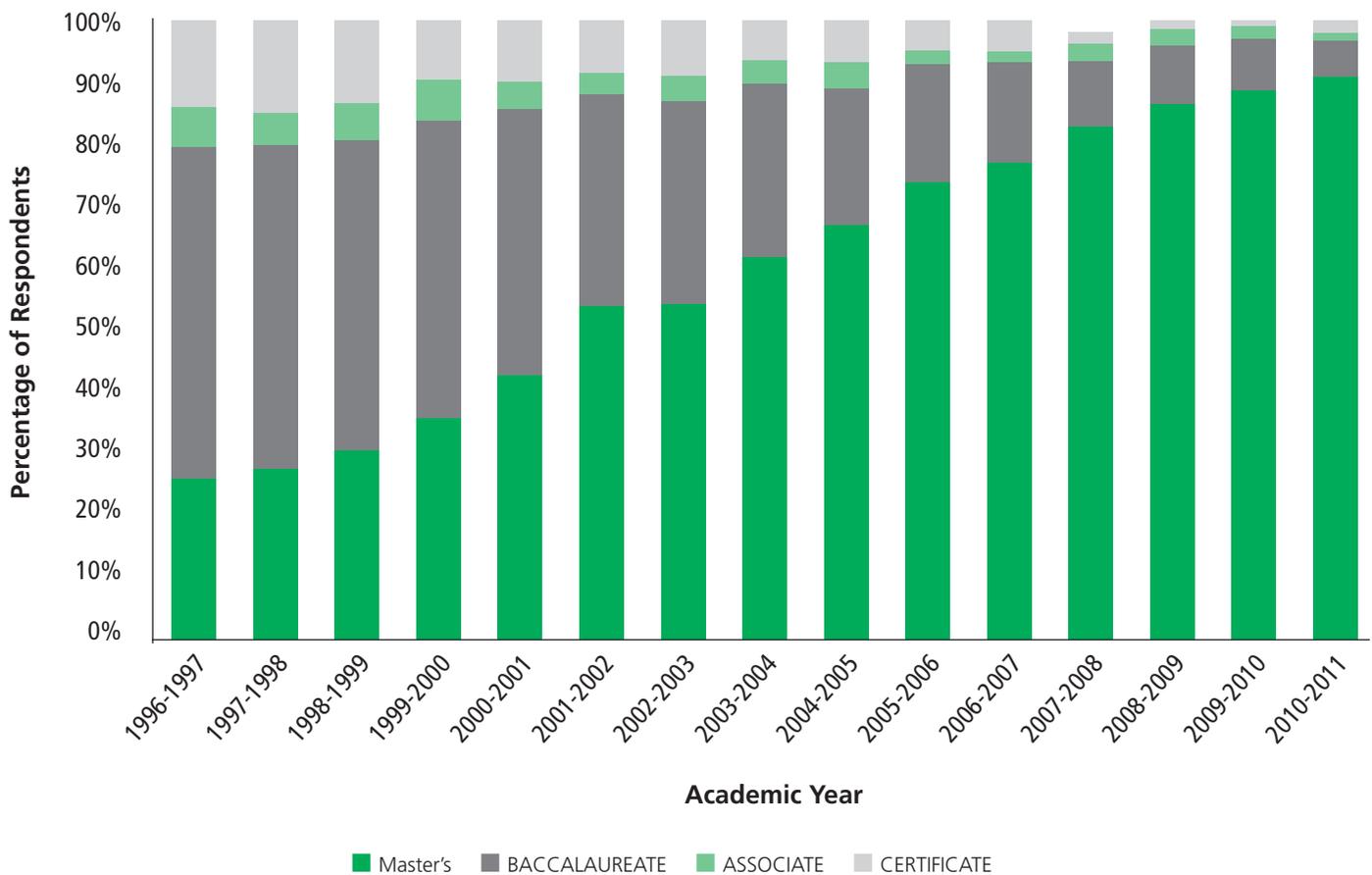


Table 4 illustrates the wide diversity of the types of degrees offered by physician assistant programs.

Table 4. Credentials Awarded by PA Member Programs

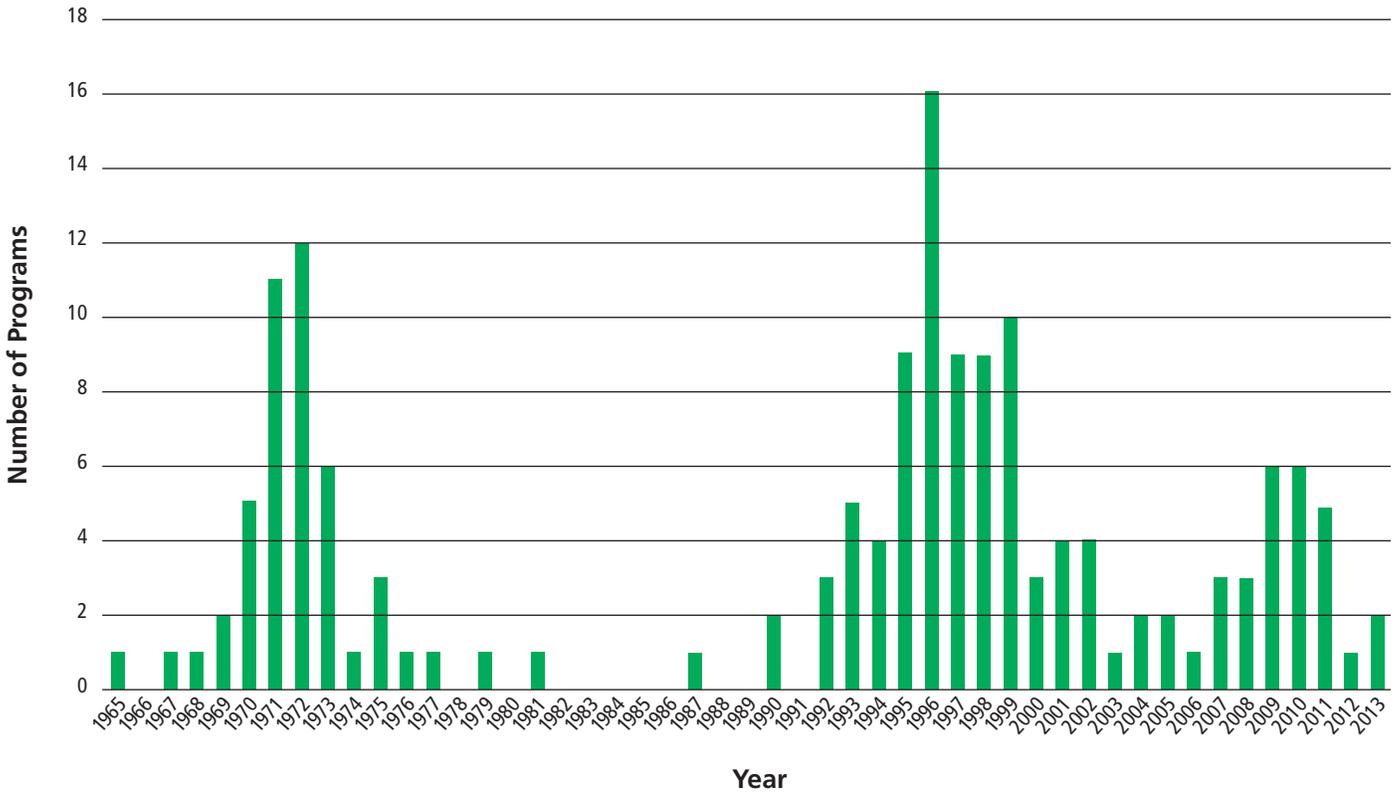
Credential	Number of Programs
Certificate	34
Associate	5
Baccalaureate	
Bachelor of Science (BS)	10
Bachelor of Science in Physician Assistant (BSPA)/Bachelor of Science in Physician Assistant Studies(BSPAS)/Bachelor of Physician Assistant Studies (DPAS)/Bachelor of Physician Assistant (BPA)	8
Bachelor of Medical Sciences (BMS)	0
Bachelor of Clinical Health Services (BCHS)	1
Bachelor of Health Science (BHS)/Bachelor of Science in Health Science (BSHS)	3
Other Baccalaureate Degree	1
Master's	
Master of Science (MS)	26
Master of Physician Assistant Studies (MPAS)/Master of Science in Physician Assistant Studies (MSPAS)/Master of Physician Assistant Practice (MPAP)/Master of Physician Assistant (MPA)	83
Master of Health Science (MHS)/Master of Science in Health Science (MSHS)	10
Master of Medical Science (MMS/MMSc)/Master of Science in Medicine (MSM)	18
Master of Public Health (MPH)	5
Other Master's Degree	9
Other Degrees	8

Note: Some programs award more than one credential.

Year First Class Enrolled

Figure 3 shows the number of programs enrolling their first class in each academic school year since the first PA program enrolled students in the 1965–1966 academic school year. Following last year's report, one new program started their first class in the 2011–2012 academic school year, bringing the total to six programs. Additionally, two programs will start their first classes in the 2013–2014 academic school year.

Figure 3. PA Programs by Year First Class Was Enrolled

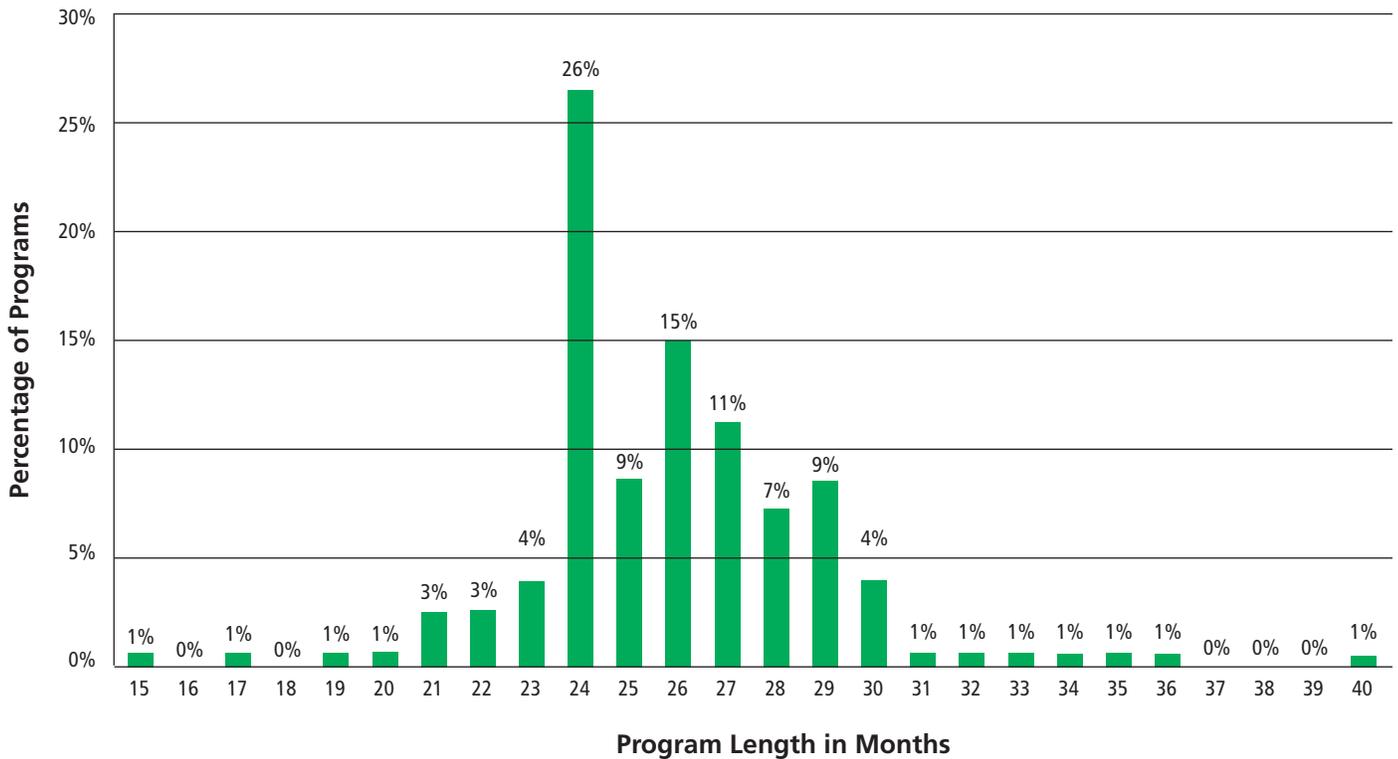


Note: Accreditation cycle for 2013-2014 not complete.

Program Length

Program length was measured for the entire length of most programs but only the professional phase for those that had a pre-professional curriculum. Figure 4 shows that the average program length was 26 months for all responding programs. Over three-quarters of the programs reported a program length between 24 and 29 months in the 2010-2011 academic year. The shortest program length was 15 months and the longest program was 40 months. The average length of the didactic phase was 53 weeks (SD = 10.1, median = 52) and the average length of the clinical phase was 52 weeks (SD = 9.5, median = 50). The average total program length was 112 weeks (SD = 15.8, median = 112), which includes vacation. As more programs are incorporating clinical training into the didactic phase, it becomes increasingly challenging to capture the exact length of time for each phase.

Figure 4. PA Program Length (Months)



Note: Numbers are rounded to nearest percentage.

Program Start and End Months

Table 5 shows that the most common start month for responding programs was August (31%). Eighty-six percent of responding programs started between May and September. The most common end months for responding programs were May, August, and December.

Table 5. PA Program Start and End Months

	N	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sept	Oct	Nov	Dec
Start	157	12.1%	0.0%	0.6%	0.0%	18.5%	21.0%	5.7%	30.6%	10.2%	0.6%	0.6%	0.0%
End	157	0.6%	0.6%	1.9%	1.9%	24.8%	5.7%	7.0%	29.3%	2.5%	0.6%	0.6%	24.2%

Section 2. Financial Information

For this section, programs were asked to supply their financial information for the most recent fiscal year. Other sections of this report requested information for the 2010-2011 academic year.

Budget

Table 6 summarizes sources of financial support of responding programs. Only responses that included the actual amount of support were used in calculating budget statistics. Zero values were not included in the calculations. For this reason, mean percentages of budget items from all sources do not add up to 100%.

Budget information was provided by 138 programs. Most responding programs (86%) reported having received direct support from their sponsoring institutions. On average, direct support from the sponsoring institution made up 85% of the budget. Thirty-eight percent of responding programs collected tuition and fees directly, which accounted for 54% of their total budget amount.

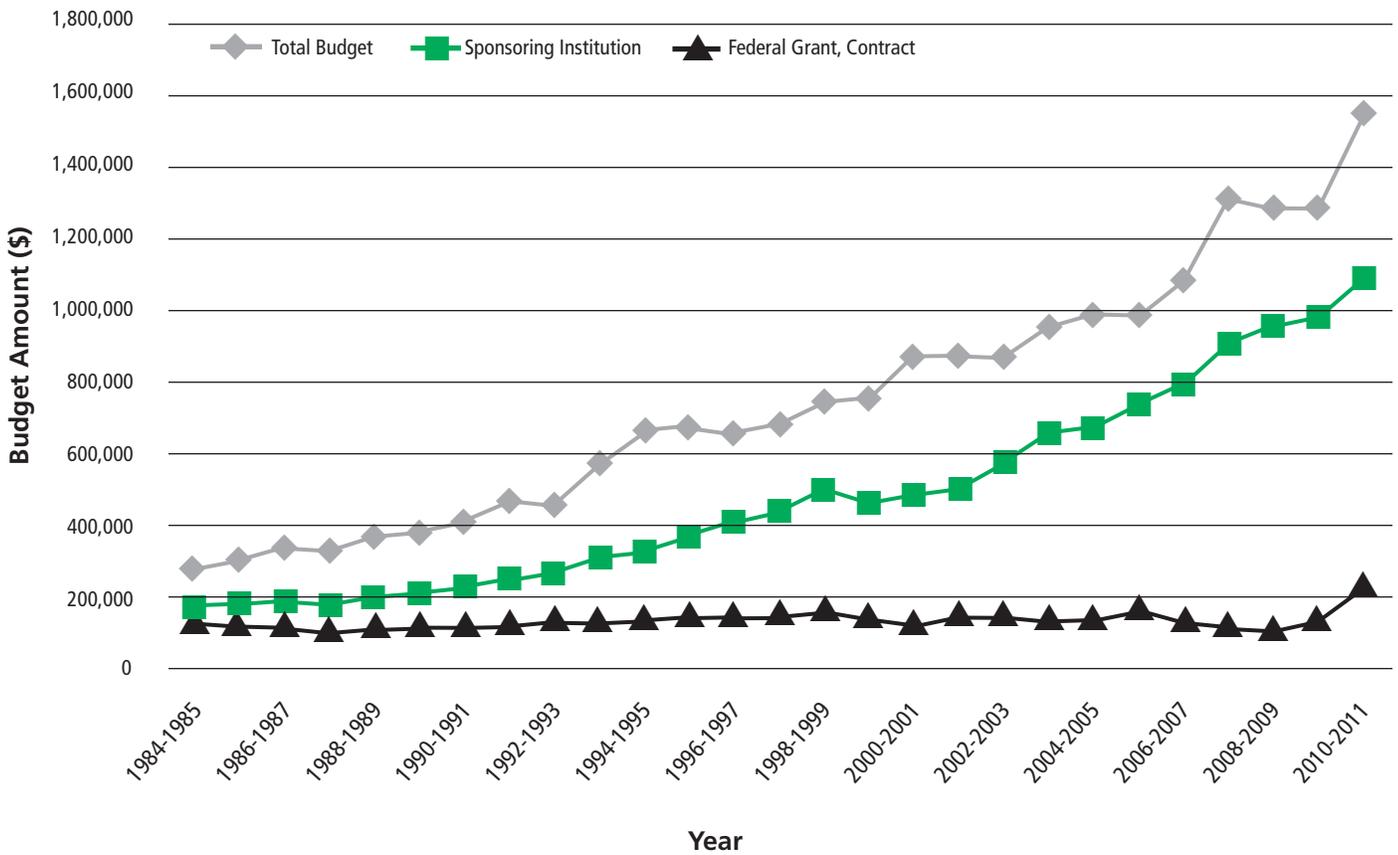
Table 6. Sources of Financial Support for PA Programs

Budget Source	N	Mean	P10	P25	P50 (Median)	P75	P90	Mean % of Budget
All Sources	138	\$1,546,037	\$688,720	\$842,409	\$1,228,802	\$1,760,740	\$2,506,883	-
Sponsoring Institution	119	\$1,087,424	\$489,136	\$733,644	\$957,004	\$1,297,064	\$1,825,951	85%
Tuition and Fees	52	\$1,338,877	\$43,904	\$133,096	\$907,179	\$2,102,940	\$3,408,916	54%
Federal Grant/Contract	31	\$236,013	\$59,965	\$121,000	\$155,954	\$292,000	\$347,268	14%
State Grant/Contract	15	\$221,649	\$15,260	\$40,418	\$135,000	\$274,607	\$314,210	17%
AHEC Support	3	\$3,135	\$940	\$1,150	\$1,500	\$4,303	\$5,985	1%
Private Foundation	10	\$22,324	\$2,709	\$3,443	\$5,779	\$14,500	\$77,500	3%
Private Donation	19	\$28,979	\$900	\$1,900	\$5,000	\$28,682	\$97,088	13%
Other	18	\$159,813	\$7,633	\$19,044	\$62,003	\$244,072	\$423,246	11%

Note: Three programs claimed AHEC support and two claimed industry donation.

Figure 5 shows the trends in total financial support received by responding PA programs, support from the sponsoring institution, and support from federal grants or contracts (see Appendix II. Historical Tables: Table A. “Financial Support Received by PA Programs, 1984-2011”). Table A illustrates the annual variability in program budgets. The average support from the sponsoring institution increased 11.4%, and the average support from federal grants or contracts increased 64.2%. Twenty-three percent of responding programs reported receiving federal grants or contracts.

Figure 5. Average Financial Support Received by PA Programs, 1985–2011



Expenses

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

Table 7 presents the mean, median, and percentage of program expenses by category. Faculty salaries comprise the largest share of the budget, 58.3%, which is a decrease from 66.2% the previous year. Most programs (97.1%) paid for faculty development. Precepting expenses decreased, with 21.1% of programs indicating them as part of their expenses. Other major expenses averaged 13.8% of PA programs’ overall budgets and included insurance, rent, student scholarships, taxes, honoraria, and fringe benefits.

Table 7. Percentage Allocation of PA Program Expenses

Expense Items	Mean % of Budget	Median % of Budget	% Programs Paying for this Category
Faculty Salaries (including adjunct faculty)	58.3%	62.5%	96.4%
Staff Salaries	12.0%	10.0%	94.1%
Instructional Equipment (e.g., mannequins)	5.2%	3.5%	92.0%
Technology (e.g., computer software)	2.4%	1.0%	88.1%
Faculty Development (including conferences)	3.2%	2.0%	97.1%
Support for Faculty Travel to Clinical Sites	2.0%	1.0%	89.8%
Support for Student Travel for Clinical Training	0.5%	0.0%	19.8%
Precepting	1.9%	0.0%	21.1%
Student Housing	0.5%	0.0%	17.0%
Recruitment/Marketing	0.7%	0.4%	58.8%
Accreditation/Professional Fees	1.8%	1.0%	96.2%
Administration (e.g., phone, postage, copying)	4.4%	2.0%	93.3%
Other Major Expenses	13.8%	11.0%	93.3%

Tuition and Fees and Incidental Costs

For students enrolled in responding PA programs in 2011, the average resident tuition was \$58,055, up 8.2% from last year, lower than the average annual increase of 8.8% (see Appendix II: Table B. “PA Student Expenses and Financial Aid, 1984-2011”). The average non-resident tuition was \$65,238, up 0.1% from 2010, but remained lower than the 8.2% average annual increase. Of particular interest was the difference between public and private institution tuition and fees (see Table 8). The average resident tuition was \$36,740 for public institutions and \$68,712 for private institutions. Public and private institutions did not differ greatly in their non-resident tuition cost, with an average nonresident tuition of \$62,985 and \$66,776 respectively.

“Incidental costs” refer to the total costs incurred by a student during the entire program, except for tuition, fees, and personal living expenses (e.g., transportation, food, housing, and expenses). Incidental costs included textbooks, diagnostic equipment, and required technology/software. The average total incidental costs per student for the entire professional phase was \$5,481, down slightly from the previous year’s \$5,785. Public institutions (\$5,388) had a slightly lower average total incidental cost per student compared to private institutions (\$5,531).

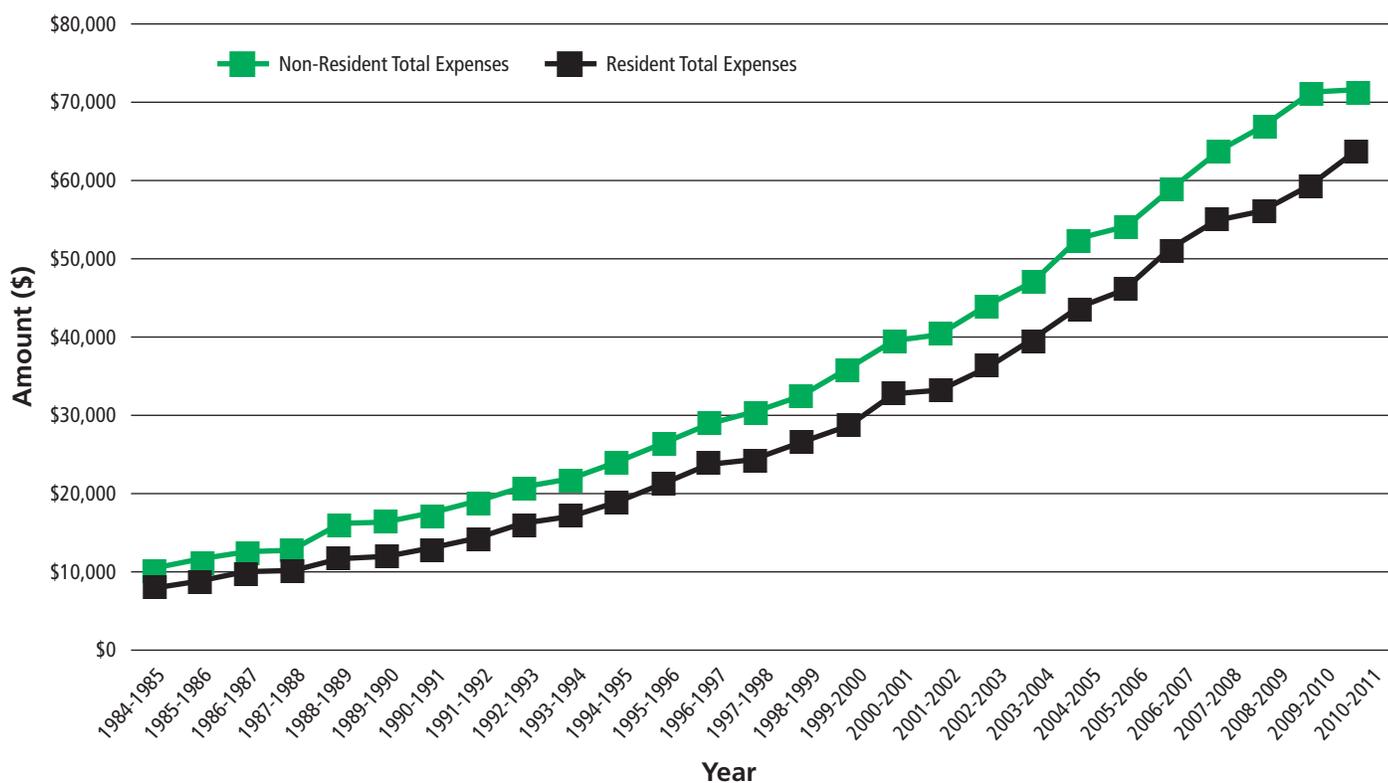
Table 8. Tuition and Incidental Costs for Public and Private PA Programs

	PUBLIC			PRIVATE		
	Mean	Median	Standard Deviation	Mean	Median	Standard Deviation
Resident Tuition*	\$36,740	\$32,750	\$13,857	\$68,712	\$67,000	\$12,601
Nonresident Tuition**	\$62,985	\$65,000	\$19,894	\$66,776	\$65,485	\$14,155
Incidental Costs***	\$5,388	\$4,700	\$3,969	\$5,531	\$4,492	\$3,653

*Public N = 42. Private N = 84. **Public N = 43. Private N = 63. ***Public N = 47. Private N = 88.

Figure 6 shows that the average total expenses for PA students has steadily increased over time. Between 1984 and 2011, resident total expenses increased from \$7,669 to \$63,865, while non-resident total expenses increased from \$9,962 to \$71,130.

Figure 6. Average Total Expenses for PA Students, 1985–2011



Note: "Total expense" refers to the sum of tuition and incidental costs for students for the entire period of their training. Total scores, on which the averages were based, were tabulated only for programs that listed both incidental and tuition costs for 2010-2011. These numbers are not adjusted for inflation.

Financial Aid

On average, 90.5% of students in the most recently enrolled class received financial aid. Twenty-three responding programs (15.1%) reported all first-year students receiving financial aid.

Section 3. Program Personnel

Overall, 154 programs provided complete or partial information on 1,789 program personnel — 1,334 faculty and 455 staff. On average, responding PA programs had 7.9 didactic faculty members (SD = 11.9), 3.7 clinical faculty members (SD = 18.1), and 3.2 staff members (SD = 2.4).

Student/Faculty Ratio

The student/faculty ratio, calculated by the total number of enrollees (16,538) divided by the total number of faculty (1,334), was 12.4 for academic year 2010-2011.

Demographic Characteristics

The average age of all faculty and staff members in 2010-2011 was 49.8 and 47.5 respectively (see Table 9). More than half of faculty members were female (57.2%), and most staff members were female (88.8%).

Table 9. Demographic Characteristics of PA Program Employees: Age and Gender

	AGE		GENDER		
	Faculty	Staff	Faculty	Staff	
Mean	49.8	47.5	Female	57.2%	88.8%
Median	50.0	48.0	Male	42.4%	11.0%
Below 30	0.7%	7.4%	N	1,331	455
30-39	18.9%	20.6%			
40-49	27.9%	25.8%			
50-59	33.8%	30.4%			
60 and above	16.0%	13.8%			
N	992	326			

Note: Percentages don't total 100 because some responses were optional.

Seventy-two percent of faculty were white compared to 69% of staff (see Table 10). Approximately 5% of faculty were Hispanic compared to 8% of staff.

Table 10. Demographic Characteristics of PA Program Employees: Race and Ethnicity

	FACULTY		STAFF	
	N	%	N	%
Race				
White	961	72.2%	315	69.2%
Black or African-American	61	4.6%	54	11.9%
Asian	47	3.5%	17	3.7%
American Indian or Alaskan Native	9	0.7%		
Other	12	0.9%		
Missing/blank	241	18.1%	64	14.1%
N	1,331	100%	450	100%
Ethnicity				
Hispanic/Latino	62	4.7%	38	8.4%
Non-Hispanic	860	64.6%	309	67.9%
Blank	409	30.7%	108	23.7%
N	1,331	100%	455	100%

Note: Faculty and staff with Pacific Island race and Other less than 5 were not represented.

Professional Characteristics

Faculty members have been in their current positions for an average of 5.6 years, as shown in Table 11. More than three-quarters (77.7%) of faculty members were PAs. The percentage of faculty who were tenured was 8.4%, and another 13.3% were on a tenure track. Just under half of faculty members (48.5%) were assistant professors, 21.9% were lecturers/instructors, 18.3% were associate professors, 3.4% were emeritus professors, and 2.6% were full professors. More than 60% of faculty members in the responding programs had a Master’s degree as their highest degree, whereas 32.2% had a doctoral degree (including MDs). Among staff, 20% hold a Master’s degree or higher.

Table 11. Professional Characteristics of PA Program Employees

Years in Position	Faculty	Staff	Tenure Status	Faculty	Staff
Mean	5.6	14.2	On tenure track	13.3%	0.0%
Median	4.0	4.0	Tenured	8.4%	0.2%
Less than 1 Year	7.6%	6.5%	Neither	78.3%	99.8%
1-3 Years	35.7%	40.4%	N	1,331	463
4-7 Years	26.2%	25.4%	PA Status		
8-14 Years	20.0%	17.2%	Non-PA	22.3%	95.6%
15-24 Years	8.0%	6.9%	PA	77.7%	4.4%
25 Years or Longer	2.6%	3.6%	N	1,316	452
N	1,292	448	Rank		
Highest Degree			Professor	2.6%	0.0%
Associate	0.3%	13.5%	Associate Professor	18.3%	2.0%
Baccalaureate	4.9%	36.9%	Assistant Professor	48.5%	1.0%
Certificate	0.2%	3.6%	Emeritus	3.4%	1.0%
Master's	61.9%	15.6%	Lecturer/Instructor	21.9%	10.9%
Doctoral	32.2%	4.4%	Other	5.3%	85.1%
None	0.0%	21.8%	N	1,298	101
Other	0.5%	4.2%			
N	1,324	385			

Salaries

Table 12 presents descriptive statistics for staff and faculty salaries, as well as the mean and median FTE (full-time equivalent) for each group. Respondents were asked to report their actual salary in addition to their actual FTE. Salaries were then converted to 1.0 FTE and reported as such. The average salary for all staff was \$40,917, while the average faculty salary was \$90,285, with a median of \$85,000. Male faculty members had a higher average salary and a lower average FTE than their female counterparts. The average salary for male faculty members was \$95,368, with an average FTE of 82.1%, while the average salary for female faculty members was \$87,109, with an average FTE of 91.6%.

Table 12. PA Program Staff and Faculty Salaries by Gender and Ethnicity

	N	Mean	P10	P25	P50 (Median)	P75	P90	Mean FTE%	Median FTE%
Staff	238	\$40,917	\$25,000	\$30,290	\$36,689	\$45,279	\$60,900	97.1	100
Faculty									
All	673	\$90,285	\$70,000	\$76,802	\$85,000	\$98,000	\$117,716	87.8	100
Male	261	\$95,368	\$70,000	\$78,958	\$88,000	\$106,000	\$130,000	82.1	100
Female	408	\$87,109	\$69,166	\$75,000	\$84,496	\$93,380	\$107,811	91.6	100
White	517	\$90,173	\$70,000	\$77,000	\$85,263	\$98,363	\$116,000	90.2	100
Non-White	72	\$89,370	\$65,100	\$76,688	\$85,160	\$97,640	\$121,827	80.3	100

Note: Salaries were converted to 1.0 FTE.

The average faculty salary increased with age and years in position, as shown in Table 13. Faculty who were older than 60 years of age (\$98,553) or who worked 25+ years in their position (\$102,619) were paid the highest salaries on average.

Table 13. PA Program Faculty Salaries by Age and Years in Position

	N	Mean	P10	P25	P50 (Median)	P75	P90	Median FTE%
Age								
30-39	128	\$83,905	\$68,524	\$74,950	\$81,081	\$87,125	\$96,941	87.2
40-49	146	\$88,400	\$70,000	\$77,348	\$85,000	\$94,693	\$109,500	93.3
50-59	180	\$94,526	\$71,949	\$80,596	\$89,469	\$104,364	\$123,100	90.7
Above 60	108	\$98,553	\$73,569	\$81,586	\$90,000	\$111,978	\$134,607	88.9
Years in Position								
Less than 1 Year	69	\$84,029	\$64,129	\$72,000	\$80,000	\$88,500	\$100,000	89.1
1-3 Years	244	\$86,126	\$68,054	\$75,000	\$83,510	\$90,960	\$104,700	90.2
4-7 Years	154	\$90,146	\$71,031	\$77,192	\$85,000	\$94,940	\$112,983	86.2
8-14 Years	135	\$96,786	\$76,357	\$82,888	\$91,998	\$106,168	\$123,600	88.1
15-24 Years	45	\$94,472	\$71,937	\$81,761	\$97,167	\$104,886	\$110,985	89.9
25+ Years	17	\$102,619	\$67,462	\$77,007	\$103,524	\$125,000	\$130,030	82.1

Note: Salaries were converted to 1.0 FTE, though the mean FTE does not reflect this. Salaries for ages less than 30 were not reported because there were only two cases.

Some faculty members hold multiple administrative roles. Table 14 reports faculty salary by their primary position only. On average, research coordinators were paid the lowest salaries (\$79,805) and department chairs were paid the highest salaries (\$117,538).

Table 14. PA Program Faculty Salaries by Primary Position

	N	Mean	P10	P25	P50 (Median)	P75	P90	Median FTE%
Academic Coordinator	53	\$85,995	\$75,780	\$80,000	\$84,500	\$92,500	\$98,800	99.1
Admissions Director	10	\$82,668	\$71,734	\$73,326	\$84,993	\$89,000	\$95,284	95.0
Assistant Director	10	\$96,816	\$86,268	\$92,163	\$98,000	\$103,750	\$105,619	100.0
Associate Director	31	\$97,575	\$80,774	\$86,000	\$95,000	\$107,209	\$117,778	96.1
Clinical Coordinator	99	\$81,639	\$68,542	\$75,702	\$82,078	\$88,250	\$93,164	97.6
Department Chair	19	\$117,538	\$98,251	\$102,500	\$118,000	\$125,500	\$142,000	91.1
Faculty	278	\$83,555	\$67,700	\$74,271	\$81,761	\$88,518	\$100,000	85.6
Medical Director	125	\$111,378	\$69,565	\$87,963	\$104,545	\$122,030	\$143,814	77.2
Program Director	64	\$111,612	\$87,974	\$98,310	\$110,000	\$127,428	\$137,138	100.0
Research Coordinator	5	\$79,805	\$65,795	\$72,987	\$73,800	\$90,000	\$96,743	100.0

Note: Salaries for deans, associate deans, and division chiefs were not reported because there were only four cases.

Table 15 shows that PA faculty members were, on average, paid less (\$88,353) than those who were not PAs (\$98,835; these figures include medical directors). Tenured faculty had a higher average salary (\$105,365) than those on the tenure track (\$86,200), as well as those who were neither tenured nor on tenure track (\$89,077).

Table 15. PA Program Faculty Salaries by PA and Tenure Status

	N	Mean	P10	P25	P50 (Median)	P75	P90	Median FTE%
PA	533	\$88,353	\$70,000	\$77,232	\$85,000	\$96,720	\$111,232	93
Non-PA	131	\$98,835	\$64,000	\$75,000	\$88,278	\$109,815	\$152,409	68
Tenured	57	\$105,365	\$72,592	\$90,000	\$100,000	\$115,000	\$134,663	85
Tenure-Track	96	\$86,200	\$67,500	\$75,000	\$85,000	\$92,000	\$107,500	97
Neither	372	\$89,077	\$70,000	\$75,375	\$83,886	\$96,840	\$117,421	89

Note: All salaries are converted to 1.0 FTE, though the mean FTE calculation doesn't reflect this.

In terms of academic rank, full professors earned the highest average salary at \$110,865, while associate professors and assistant professors had average salaries of \$100,702 and \$88,444 respectively (see Table 16). Lecturers/instructors earned \$80,487 on average. Faculty members with higher degrees were generally paid higher salaries.

Table 16. PA Program Faculty Salaries by Rank and Highest Degree Received

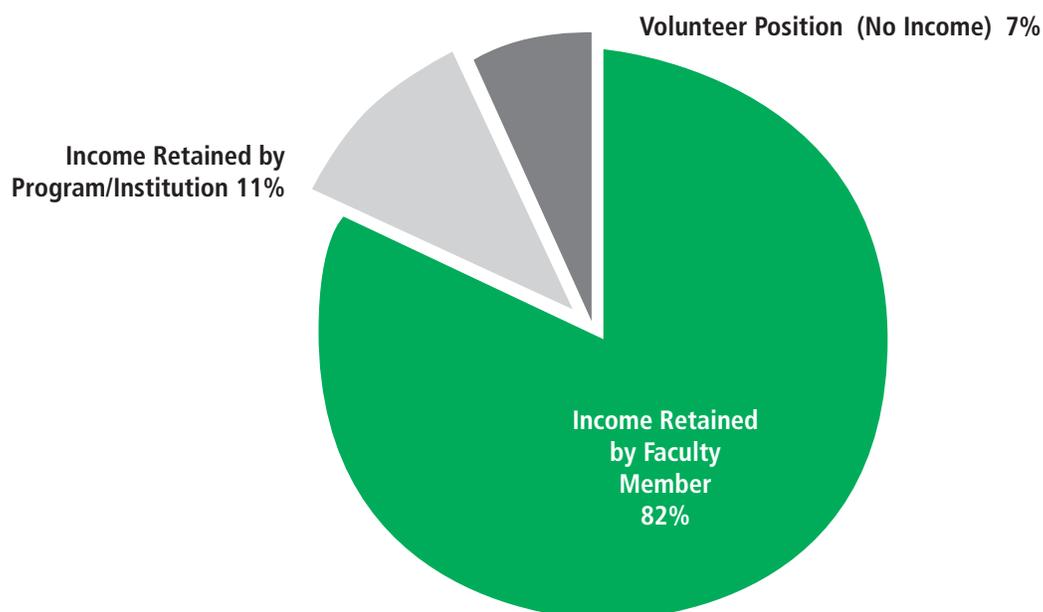
	N	Mean	P10	P25	P50 (Median)	P75	P90	Median FTE%
Academic Rank								
Professor	36	\$110,865	\$80,870	\$96,138	\$109,783	\$125,023	\$142,914	74.4
Associate Professor	125	\$100,702	\$73,289	\$84,491	\$97,850	\$113,319	\$135,000	91.8
Assistant Professor	348	\$88,444	\$70,000	\$76,463	\$85,000	\$93,257	\$106,802	91.9
Lecturer/Instructor	130	\$80,487	\$61,801	\$72,095	\$80,000	\$85,000	\$98,000	84.0
Highest Degree Received								
Doctoral	187	\$102,166	\$72,926	\$82,005	\$93,250	\$115,500	\$146,000	76.2
Master's	453	\$85,825	\$70,000	\$75,600	\$84,000	\$92,000	\$105,000	92.8
Baccalaureate	25	\$81,575	\$63,743	\$73,243	\$78,000	\$86,000	\$102,800	82.9

Note: Salaries were converted to 1.0 FTE, though the mean FTE does not reflect this.

Clinical Work

Sixty-three percent of faculty performed clinical work in the 2010-2011 academic year, for an average of 14.2 hours per week (SD = 11.8). For those reporting clinical income (N = 218), the average annual salary was \$28,626 (SD = \$36,034). The median salary was \$18,000. Among the faculty who worked clinically, 82% retained the income themselves (see Figure 7).

Figure 7. Clinical Income Disposal for PA Program Faculty

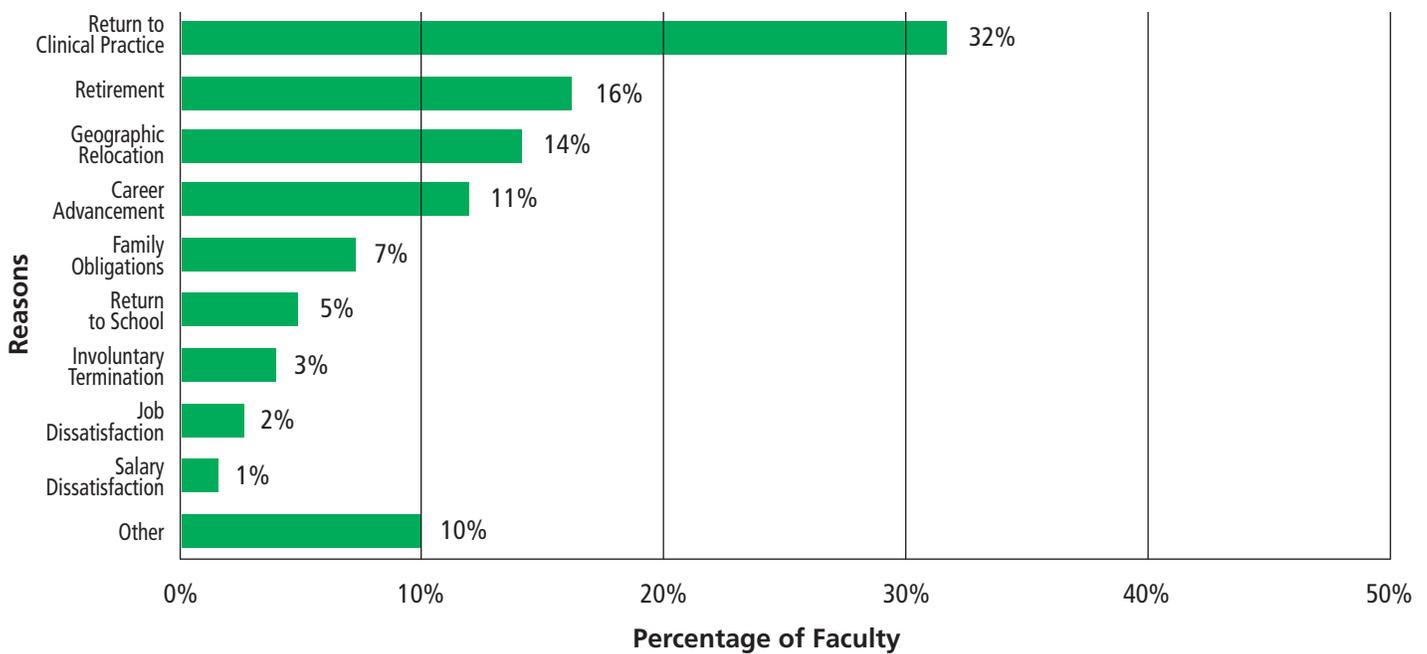


Turnover

On average, PA programs nationwide added more faculty members than they lost in the 2010-2011 academic year. Out of the 1,334 faculty members employed at responding PA programs in the 2010-2011 academic year, 6.7% ended their employment and 16.8% were hired during the same period. Likewise, out of the 455 staff members employed at responding PA programs in the 2010-2011 academic year, 7.0% of staff members terminated their employment, while 8.1% were hired.

Of the 6.7% of faculty members that ended their employment, the most common stated reason for leaving their program was a return to clinical practice (32%), followed by retirement (16%), and geographic relocation (14%) (see Figure 8).

Figure 8. Reported Reasons for PA Faculty Leaving Programs



It took responding programs an average of 13 weeks (SD = 14.7, range 0-104 weeks) to find a new faculty member. On average, programs received four (SD = 3.1) qualified applications for a position. Most new faculty members (72.4%) worked in clinical practice before they became PA educators, while 14.5% worked in PA education.

Tenure Track

Sponsoring institutions were asked to select all of the faculty position classifications that were available for faculty in the 2010-2011 academic year. Of particular interest was the number of respondents who reported that their institutions offered only a tenure track, only a non-tenure track, or both tenure and non-tenure tracks. Of the 147 programs who responded to this question, 17% reported that they had only a tenure track available for faculty; tenure track includes clinical, academic, research, and other tenure tracks. About 31% of the programs reported that they had only a non-tenure track available for faculty; non-tenure track includes multi-year contracts, annual contracts, academic non-tenure track, and other non-tenure tracks. Lastly, 52% of programs reported having both tenure and non-tenure tracks available for faculty.

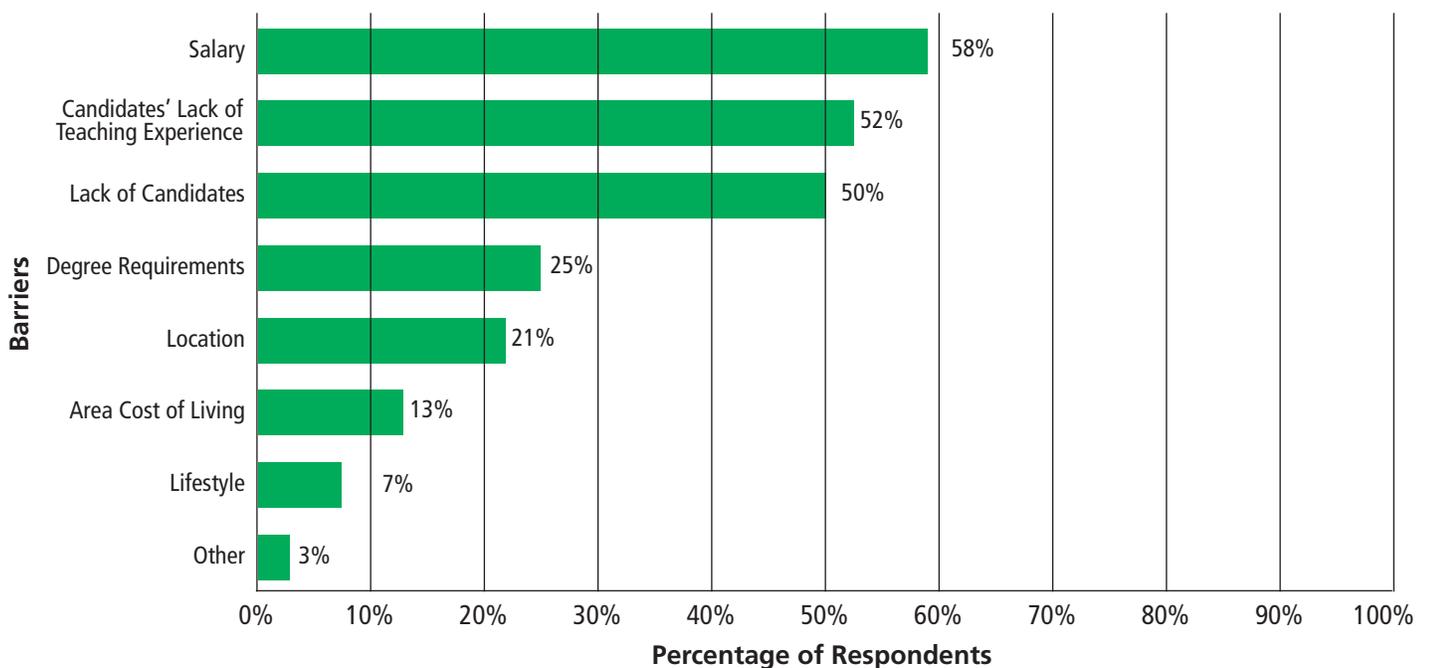
Table 17. Tenure Tracks Available at Sponsoring Institutions

Type of Tenure Track	Number of Programs	Percent of Programs
Only Tenure Track Available	25	17.0%
Only Non-Tenure Track Available	46	31.3%
Both Tenure and Non-Tenure Tracks Available	76	51.7%
N	147	100%

Barriers to Hiring New Faculty

One hundred and forty-nine programs reported having encountered barriers of some kind to hiring new faculty. The most common barrier was salary (58%), followed by candidates' lack of teaching experience (52%), and lack of candidates (50%) (see Figure 9). Additional barriers included lifestyle, location, benefits package, attractiveness of clinical practice options, lack of problem-based learning experience, state budget cuts, and area cost of living.

Figure 9. Barriers to Hiring New Faculty at PA Programs

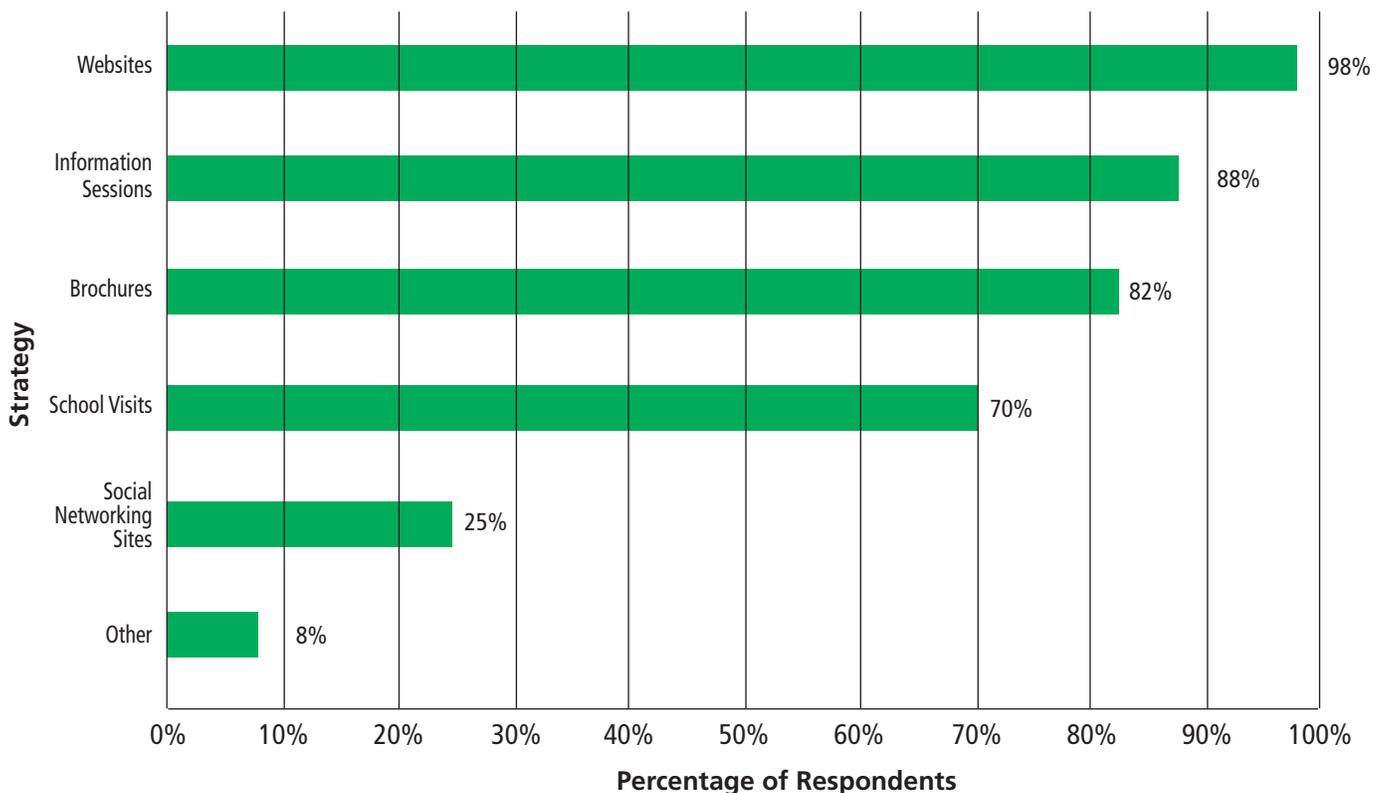


Section 4. Application And Admissions

Recruiting Strategies

One hundred and forty-eight PA programs reported student recruitment strategies. Virtually all PA programs used websites (98%) in their recruiting process, followed by information sessions (88%), brochures (82%), and school visits (70%) (see Figure 10). Other strategies reported included personal contacts, open houses, career fairs, social networking, recruiting sessions/forums, fact sheets, and “pipeline” strategies in collaboration with other organizations.

Figure 10. Recruiting Strategies Adopted by PA Programs



Degree Requirements

Table 18 summarizes the degree requirements for admission related to the degree and credential awarded at program completion. Some programs offered more than one degree or credential.

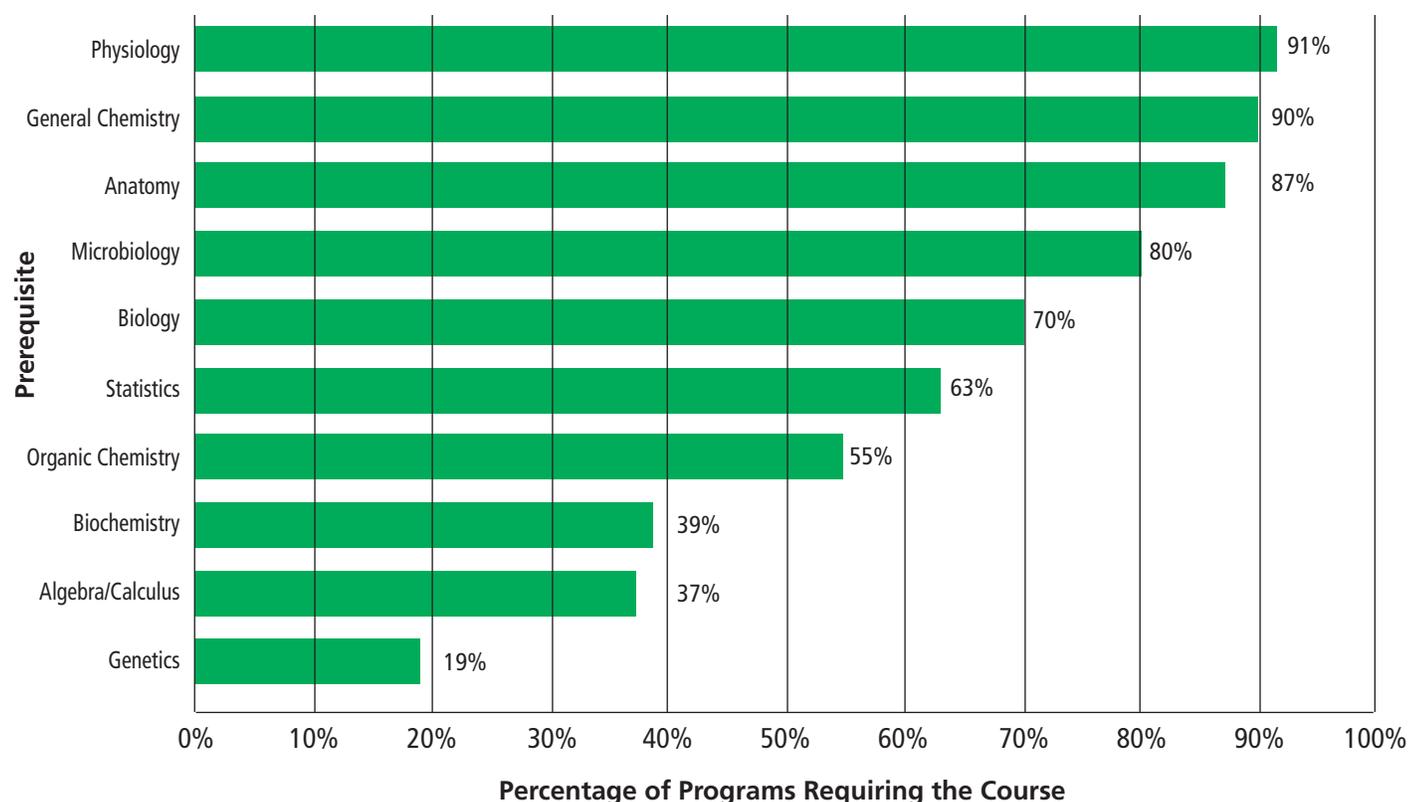
Table 18. PA Program Degree Requirements for Each Credential Awarded

Requirement	CREDENTIAL AWARDED			
	Certificate	Associate's Degree	Baccalaureate Degree	Master's Degree
Degree not required	35.0%	60.0%	78.3%	10.9%
Certificate	0.0%	0.0%	0.0%	0.0%
Baccalaureate	50.0%	10.0%	8.7%	86.9%
N	20	10	23	137

Prerequisites

PA programs were asked to select prerequisite courses from a list of common science courses. Of the 148 programs that responded, physiology was required by 91%, followed by general chemistry (90%), anatomy (87%), microbiology (80%), and biology (70%) (see Figure 11). Algebra/calculus, biochemistry, and genetics were required by fewer than half of the programs.

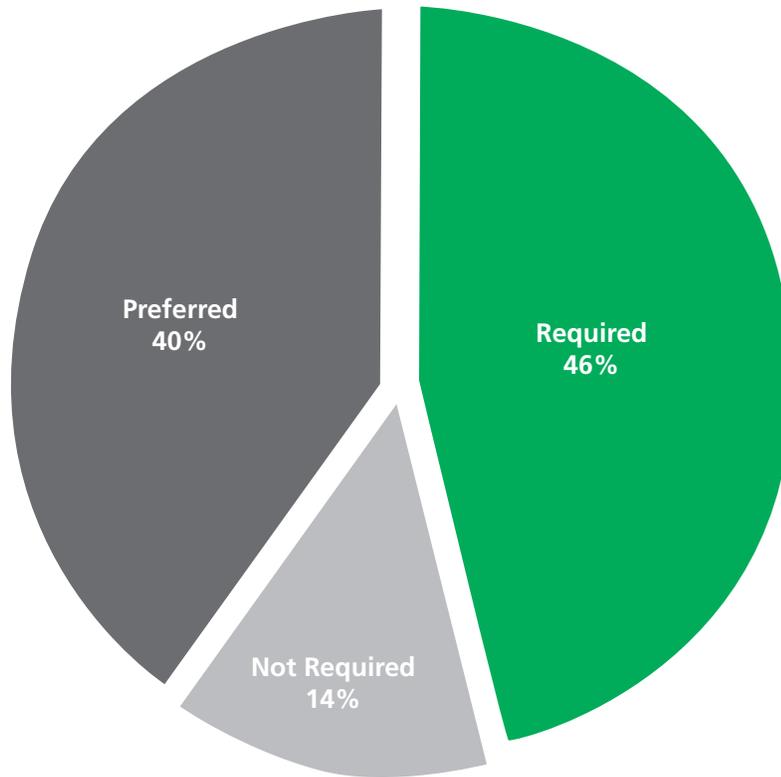
Figure 11. Prerequisites for Application to PA Programs



Health Care Experience Requirements

Figure 12 shows that 46% of responding programs required their applicants to have prior health care experience (N = 68), while 14% did not require any health care experience (N = 20). The remaining 40% of programs “preferred,” but did not require, their applicants to have prior health care experience (N = 59).

Figure 12. PA Program Health Care Experience Requirements for Applicants



Interview Requirement

Admission interviews were required by 95.2% of responding PA programs. Only seven programs of the 147 responding programs (4.8%) did not require an interview for prospective PA students.

Section 5. Matriculants

Enrollment and Capacity

The average total enrollment of the 141 responding programs was 107.7, lower than the average capacity of 115.7 (see Table 19).

Table 19. PA Program Enrollment and Capacity

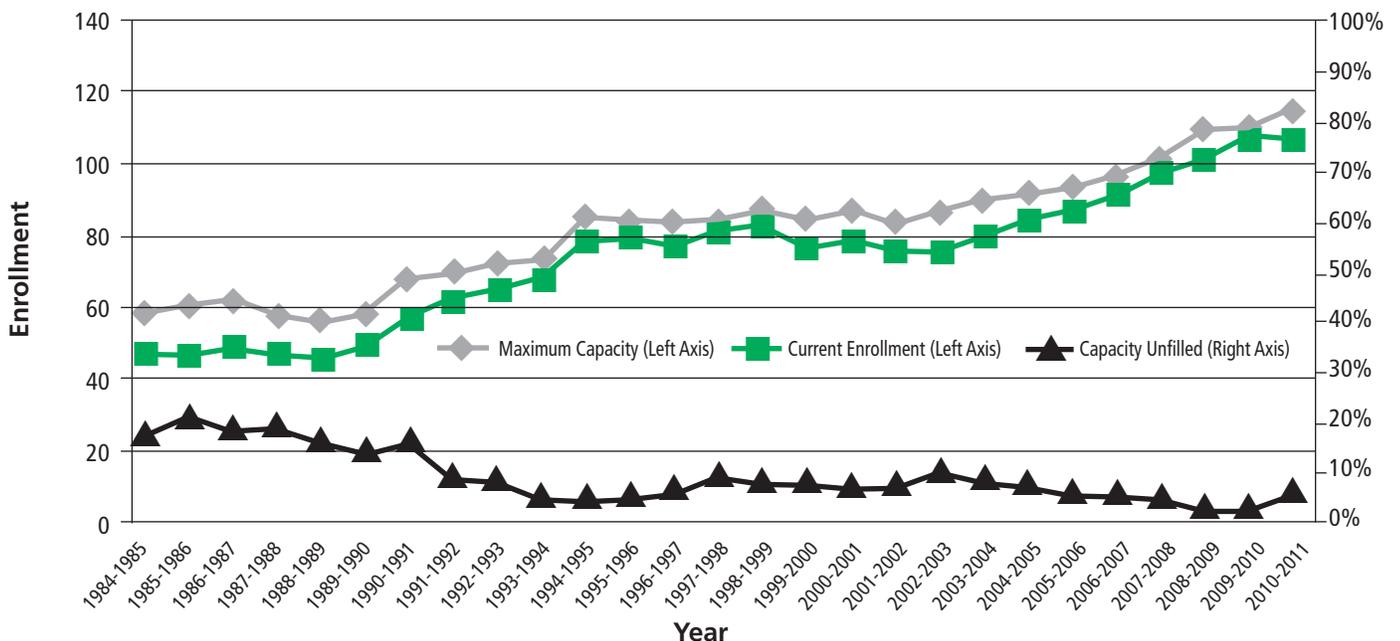
		N	Mean	P10	P25	P50	P75	P90
All Years	Enrollment	141	107.7	49.0	68.0	105.0	132.0	180.0
	Capacity*	143	115.7	55.2	78.5	110.0	144.0	179.2
First-Year Class	Enrollment	140	45.9	24.9	31.0	40.5	55.0	74.1
	Capacity*	142	47.8	26.1	34.3	44.0	54.0	74.5
Second-Year Class	Enrollment	135	43.9	23.4	30.0	40.0	52.5	68.8
	Capacity*	138	47.0	25.0	34.0	41.0	52.8	70.0
Third-Year Class	Enrollment	72	39.4	20.3	29.0	35.0	48.0	61.9
	Capacity*	77	42.5	25.0	31.0	40.0	50.0	64.4

Note: *Zero values were excluded from this analysis.

For first-year class enrollment, 50.6% of the responding programs filled exactly 100% of their capacity, up from 48.6% last year. Fifteen programs (9.4%) exceeded their capacity. On average, responding programs filled 96% of their first-year capacity.

Trends in total capacity and enrollment are shown in Figure 13. The percentage of unfilled seats has declined steadily over the years, even while the overall capacity has increased (see Appendix II: Table C. “Average Enrollment and Capacity for All Classes, 1984-2011”).

Figure 13. PA Program Enrollment and Capacity, 1985–2011



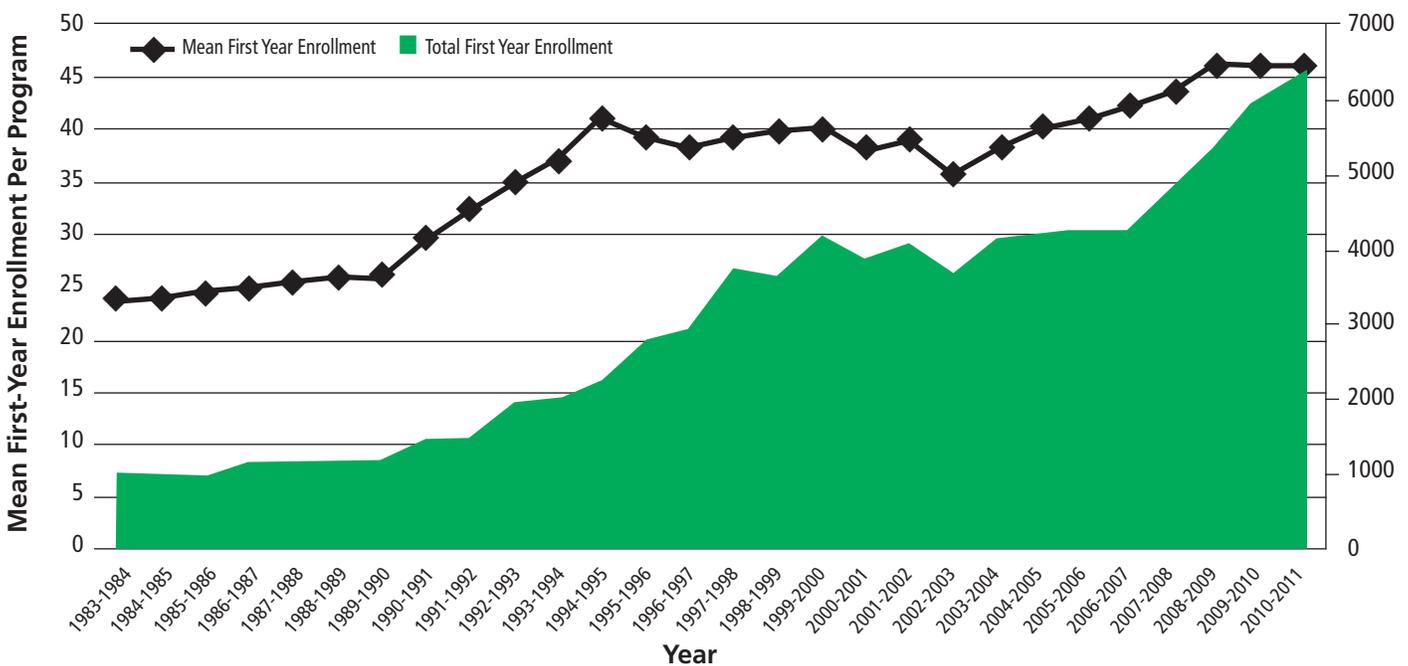
Withdrawal and Deceleration

On average, 3.2% of students decelerated (median = 1.5%) and 2.6% of students withdrew or were dismissed (median = 1.8%) in any phase of the PA program. Table 20 shows percentages of withdrawal and deceleration among students. Percentages were calculated as number of students decelerated or withdrawn divided by the total number of students in all years.

First-Year Class Enrollment

A total of 6,422 new students were reported for the 140 responding programs. Total enrollment has increased significantly over the past four years moderated by increases in number of programs and increased capacity of existing programs (see Figure 14).

Figure 14. First-Year Class Enrollment at PA Programs, 1984–2011



First-Year Class – Gender

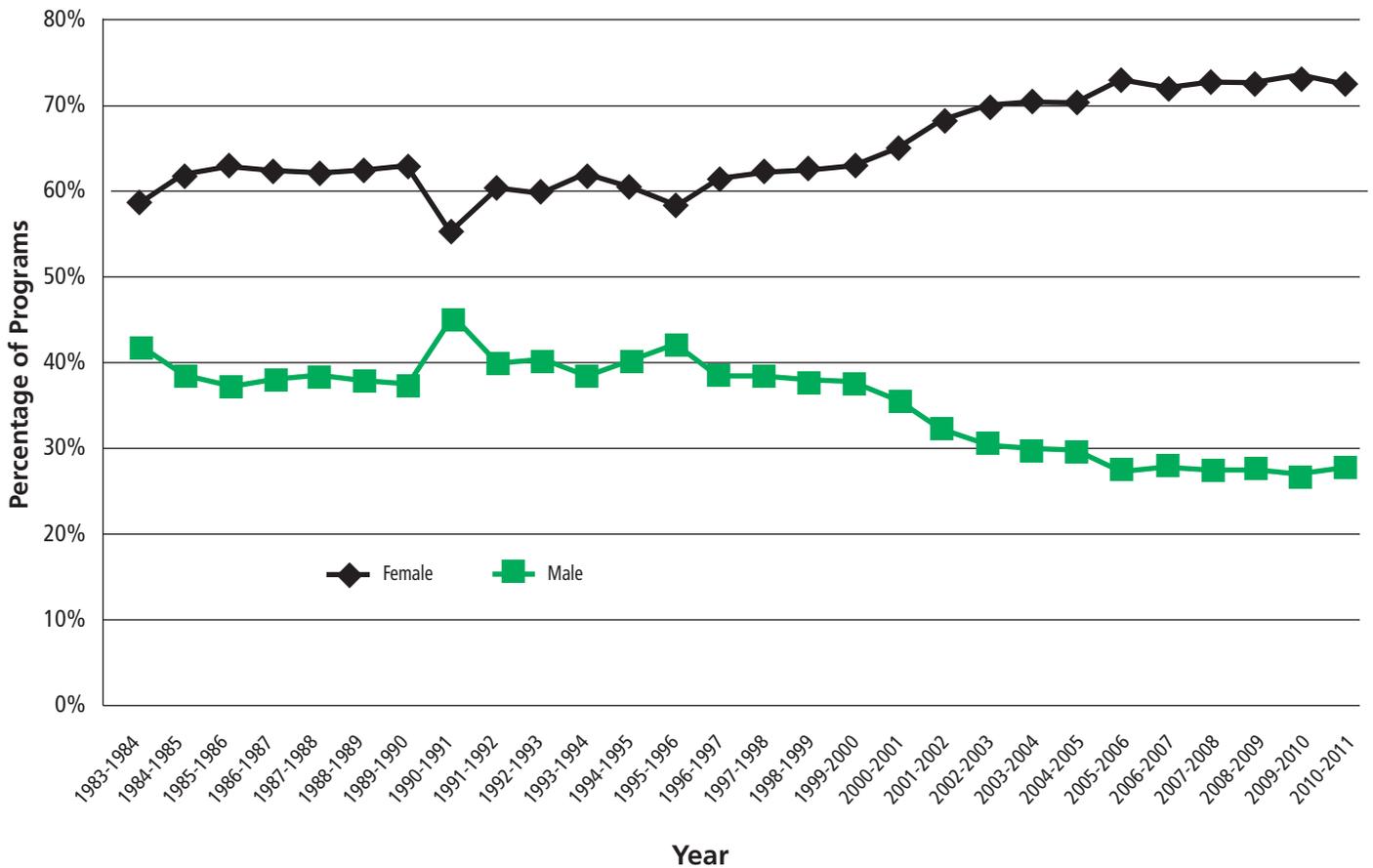
Percentages of male and female enrollees are shown in Table 20. Distribution of male and female enrollment of first-year students was similar to that of all class years. Female students made up more than 70% of total first year enrollees.

Table 20. First-Year PA Program Enrollment by Gender

	N	Mean	P10	P25	P50 (Median)	P75	P90
Female	140	72.5%	57.5%	65.5%	74.1%	80.0%	85.7%
Male	140	27.5%	14.3%	20.0%	25.9%	34.5%	42.5%

The gender distribution of first-year students has started to stabilize after nearly a 20-year trend of a gradually increasing percentage of females (see Figure 15 and Appendix II, Table D “First-Year Gender and Ethnicity, 1983–2011”).

Figure 15. First-Year Enrollment at PA Programs by Gender, 1984-2011



Background Check and Mandatory Drug Testing

Over three-quarters (77.7%) of responding programs (N = 101) reported that students were required to have a background check upon matriculation to the program, while 35.4% (N = 46) of responding programs mandated drug testing during the 2010-2011 academic year.

CASPA First-Year Class – Race, Age, GPA, and Health Care Experience

For this next section, matriculant data are reported from member programs who participated in CASPA (Central Application Service for Physician Assistants; N = 121).

Race and Ethnicity

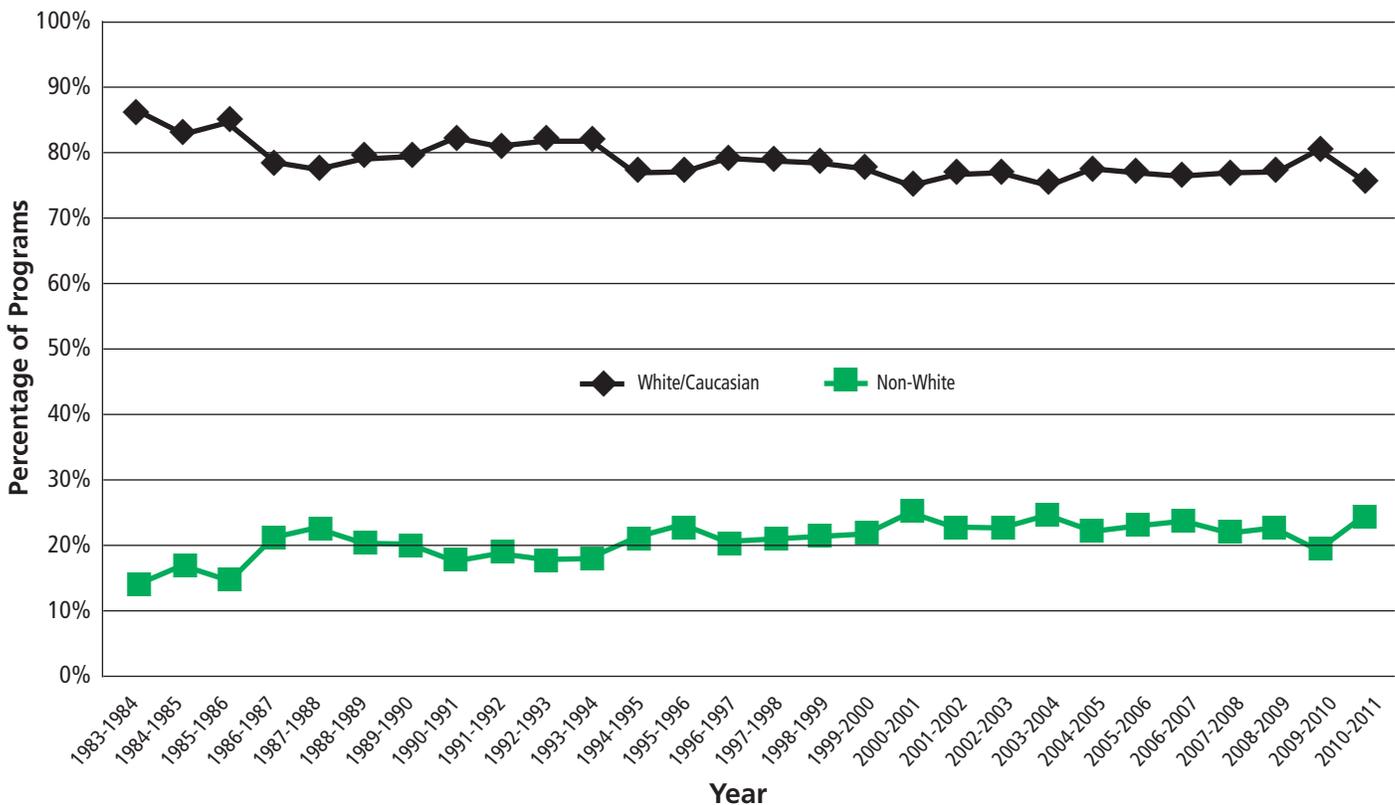
Table 21 shows the racial distribution of matriculants. The majority of matriculants were white (75.9%) or Asian (19.1%). Additionally, 13% of matriculants were Hispanic.

Table 21. Race and Ethnicity of Matriculating Students from CASPA Programs

	Number of Matriculants	% of Matriculants
Race		
White	3,749	75.9%
Black or African-American	166	3.4%
Asian	946	19.1%
Native Hawaiian or Pacific Islander	20	0.4%
American Indian or Alaskan Native	60	1.2%
N	4,941	100%
Ethnicity		
Hispanic	606	13.0%
Non-Hispanic	4,058	87.0%
N	4,664	100%

Figure 16 shows the trend of racial distribution for first-year students. The percentage of non-white matriculants rose to 24% this year while the percentage of white matriculants dropped to 76%. Note: 2010–2011 data reflect data from only CASPA participating programs.

Figure 16. PA Program First-Year Enrollment by Ethnicity (White/Non-White), 1984–2011



Age

The average age for first-year enrollees in CASPA programs during 2010–2011 was 26.1 years (median = 24, SD = 5.7, N = 4,715), a minimal difference from the past two years.

Grade Point Averages

Grade point averages (GPAs) of matriculants to CASPA-participating PA programs are detailed in Table 22. The average undergraduate GPA was 3.49, which is higher than last year (mean = 3.45). The average undergraduate science GPA (mean = 3.43) was lower than the average undergraduate non-science GPA (mean = 3.56).

Table 22. Grade Point Averages of Matriculating Students from CASPA Programs

	N	Mean	P10	P25	P50 (Median)	P75	P90
Science GPA	4,715	3.43	3.02	3.21	3.44	3.68	3.87
Non-Science GPA	4,715	3.56	3.14	3.39	3.62	3.81	3.92
Undergraduate GPA	4,715	3.49	3.12	3.31	3.52	3.71	3.86

Health Care Experience

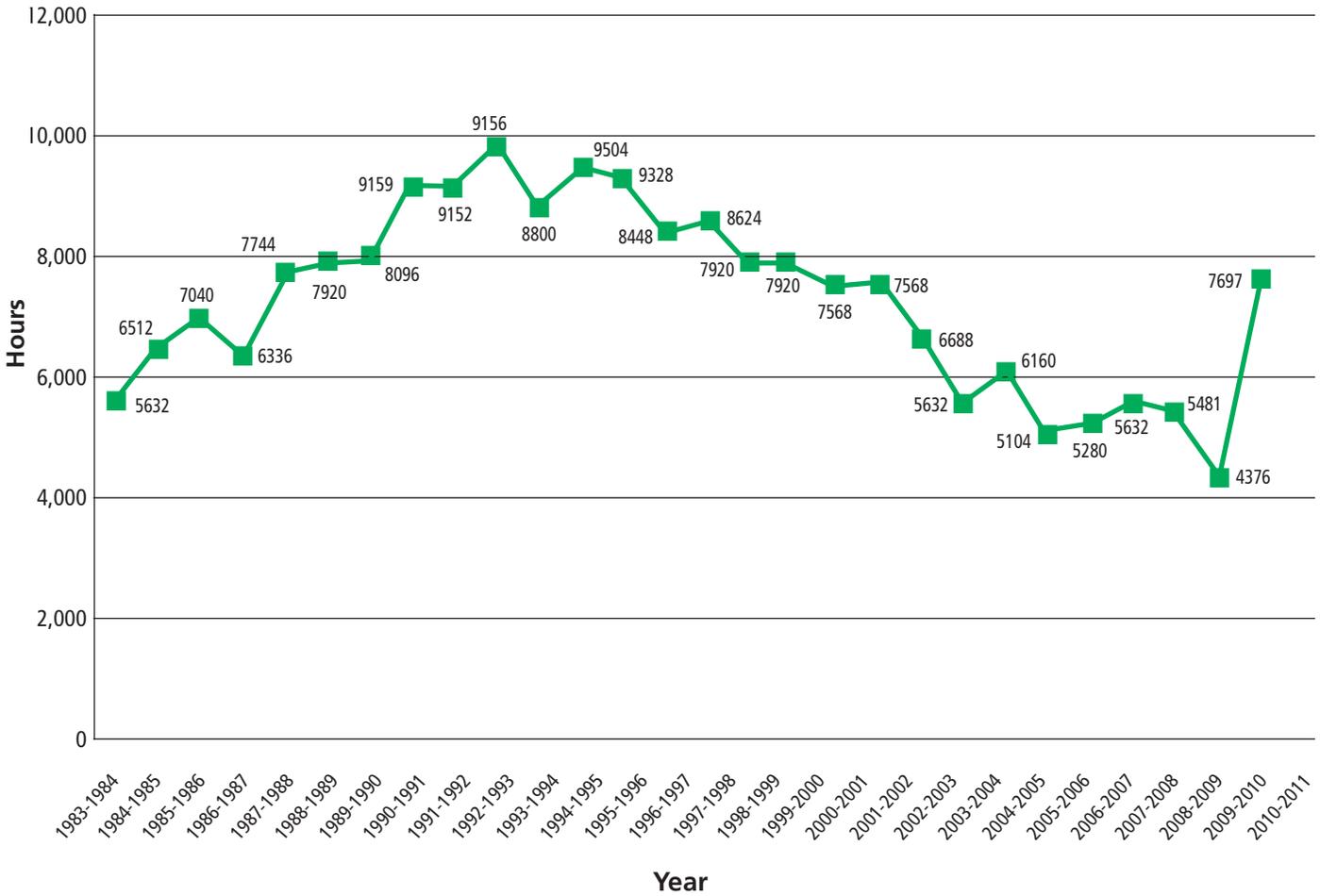
Table 23 details the health care experience of matriculants from CASPA programs (see also Appendix II: Table E. “Health Care Experience of PA Program Entering Classes, 1984–2011”). The majority of matriculants reported accruing health care experience in the following categories: other work experience (mean = 4,264), patient contact experience (mean = 3,350), and other health care experience (mean = 1,830). It is interesting to note that, on average, matriculants reported accruing more health care experience hours from research (mean = 1,140) than health care shadowing (mean = 151) or community service (mean = 710).

Table 23. Average Health Care Experience Hours of Matriculating Students from CASPA Programs

	N	Mean	P10	P25	P50 (Median)	P75	P90
Patient Contact Experience	4,060	3,350.0	140.0	446.5	1,355.0	3,620.0	8,476.8
Other Work Experience	3,132	4,263.8	339.3	920.0	2,188.5	5,040.0	10,052.0
Other Health Care Experience	2,353	1,829.5	44.0	112.0	450.0	1,800.0	4,470.0
Community Service	3,470	710.0	35.0	84.0	210.0	540.5	1,338.7
Health Care Shadowing	3,765	151.1	15.0	30.0	65.0	145.0	302.0
Research	1,657	1,139.6	47.8	104.5	320.0	999.5	2,968.0
Total Health Care Hours	4,701	7,696.5	975.0	2,180.0	4,758.0	9,630.0	17,393.6

Figure 17 details the change in average total health care experience hours accrued by PA program matriculants over time. Much of the fluctuation is due to changes in what programs and/or CASPA count as health care hours (e.g., research experience).

Figure 17. Total Health Care Experience Hours Accrued by PA Program Matriculants, 1984–2011



Note: 2010-2011 CASPA Matriculant Average Health Care Experience (self-reported). Health care experience hours include patient contact experience, other work experience, other health care experience, community service, health care shadowing, and research. Previously, health care experience hours included direct patient care, community service, health-related experience, and observation/ shadowing. The change in the classification of health care experience hours was the likely cause of the jump in total hours in 2010-2011.

Section 6. Class Profiles And Graduates

Programs were asked to provide information for all of their class of 2011, including those who were decelerated, withdrawn, or graduated.

The Class

The class (often described as a cohort) was defined as all students who entered into the PA program expecting to graduate on time in 2011, regardless of their eventual graduation status. This includes those who graduated, withdrew, and decelerated. The average 2011 class had 42.5 graduates (SD = 18.4) (see Table 24). Percentages of students withdrawn and decelerated were calculated as number of students withdrawn or decelerated divided by the total number of graduating students.

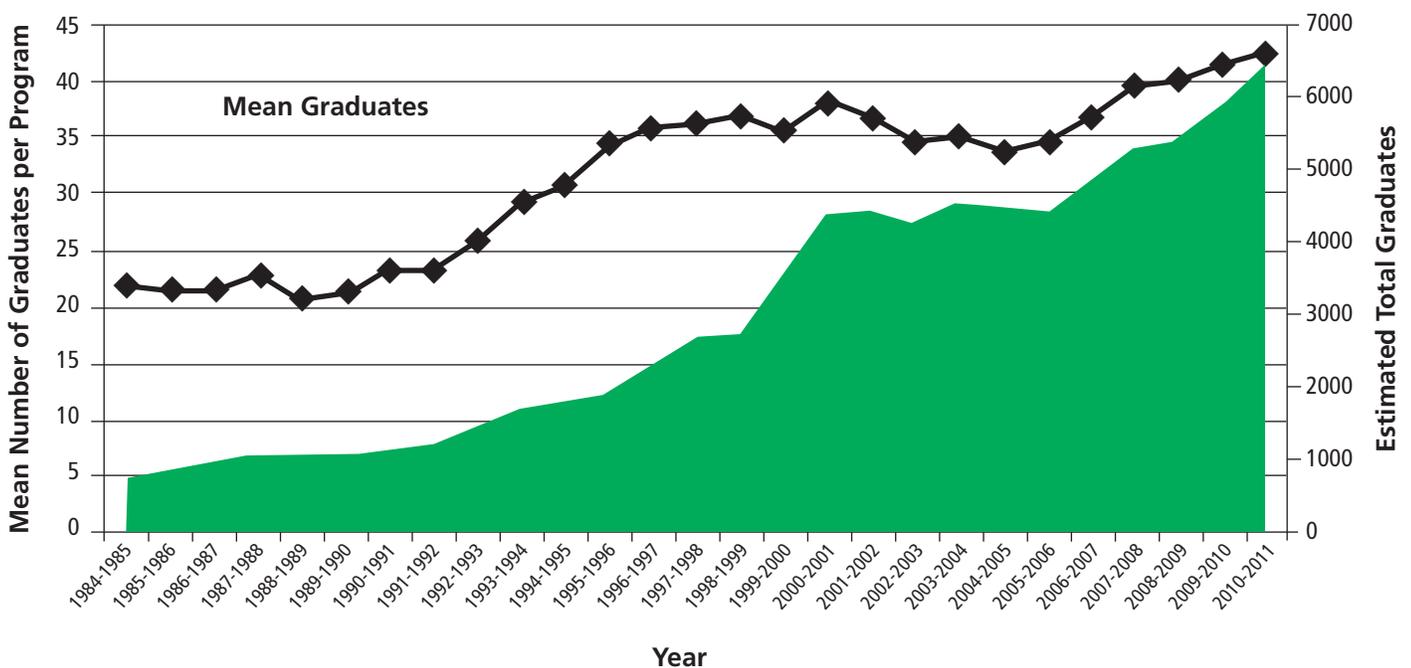
Table 24. Graduated, Withdrawn, and Decelerated Students at PA Programs

	Total Programs	Total Students	Mean	Median
Graduated	128	5,436	42.5	39.0
Withdrawn	128	248	1.9	1.0
Decelerated	128	205	1.6	1.0
Total	128	5,889	46.0	42.0

2011 Graduates

There were approximately 5,889 graduates from responding programs in 2011. Considering the average graduate class size of 42.5, a more realistic estimate of the national output of physician assistants would be 6,545 (42.5 graduates x 154 programs that had students enrolled). Figure 18 shows the average number of graduates per program (left axis) and the cumulative total of PA graduates (right axis) since 1984.

Figure 18. PA Program Graduates, 1985-2011



Gender and Ethnicity

The average percentage of male students who withdrew (7.6%) was higher than female students (4.5%) (see Table 25). The percentage of decelerated male students (6.0%) was also higher than that of their female counterparts (3.8%). The average graduation rate for PA students was 92.3%. Female PA students had a higher graduation rate (93.0%) than male PA students (90.1%).

Table 25. Percentages of PA Students Withdrawn or Decelerated, by Gender

		Total Programs	Total Students	Mean	%Total
Female	Graduated	128	4,083	31.9	93.0%
	Withdrawn	106	165	1.6	4.5%
	Decelerated	105	137	1.3	3.8%
Male	Graduated	128	1,353	10.6	90.1%
	Withdrawn	95	83	0.9	7.6%
	Decelerated	92	68	0.7	6.0%

Out of the 5,889 graduating students (includes graduated, withdrawn, and decelerated), 120 schools provided race data for 5,017 students (see Table 26). Eighty-six percent of these students were white, 6.5% were Asian, and 4.7% were black. Additionally, 106 schools provided ethnicity data for 4,476 students. Eight percent of the graduating students were Hispanic.

Table 26. Race and Ethnicity of 2011 Graduating Class

	N (Programs)	N (Students)	% of Total
White	118	4,315	86.0%
Black	89	235	4.7%
Asian	94	327	6.5%
Other Asian	33	78	1.6%
American Indian or Alaskan Native	29	51	1.0%
Hawaiian	11	11	0.2%
Total	120	5,017	100%
Hispanic	90	353	7.9%
Non-Hispanic	96	4,123	92.1%
Total	106	4,476	100%

As shown in Table 27, American Indian or Alaskan Native PA students had the highest graduation rate (96.7%), followed by White students (94.1%), and Asian students (91.7%). Hispanic students had a slightly higher graduation rate (94.4%) than Non-Hispanic students (93.1%).

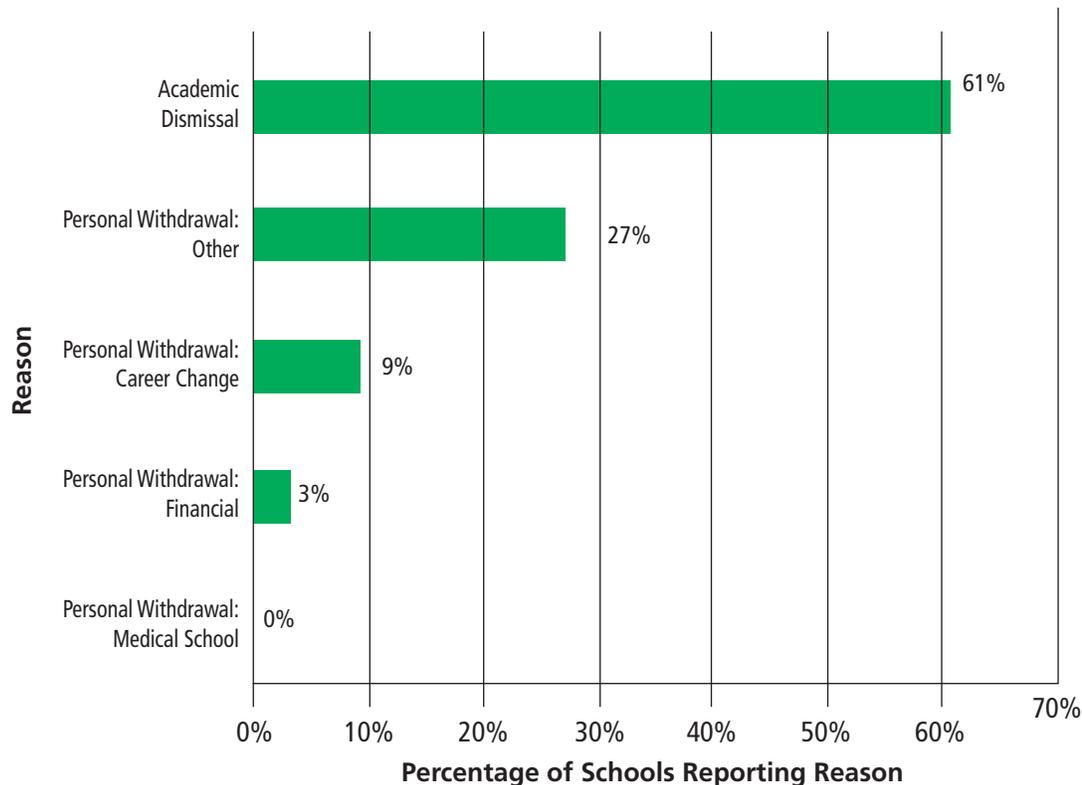
Table 27. Graduation Rates by Race/Ethnicity for 2011 Graduating Class

	Total	White	Black	Asian	Other Asian	American Indian or Alaskan Native	Non-Hispanic	Hispanic
Mean	92.3	94.1%	90.5%	91.7%	90.0%	96.7%	93.1%	94.4%
Median	93.0	95.3%	100%	100%	100%	100%	95.2%	100%
N	128	118	75	89	31	25	96	82

Reasons for Withdrawal/Dismissal

For the 92 programs responding, the most common (61%) reason for student withdrawal was related to academics (see Figure 19).

Figure 19. Reasons for Withdrawal or Dismissal of PA Students



Specialty Choices of 2010 Graduates

Among the 2010 graduates at programs that reported, 40% were employed in primary care specialties and 60% were employed in non-primary care specialties (see Table 28).

Table 28. Primary Care vs. Non-Primary Care Specialty Choices of 2010 PA Program Graduates

	N	%
Primary Care Specialties	1,501	40.0%
Non-Primary Care Specialties	2,254	60.0%
N	3,755	100%

Starting Salary of 2010 Graduates

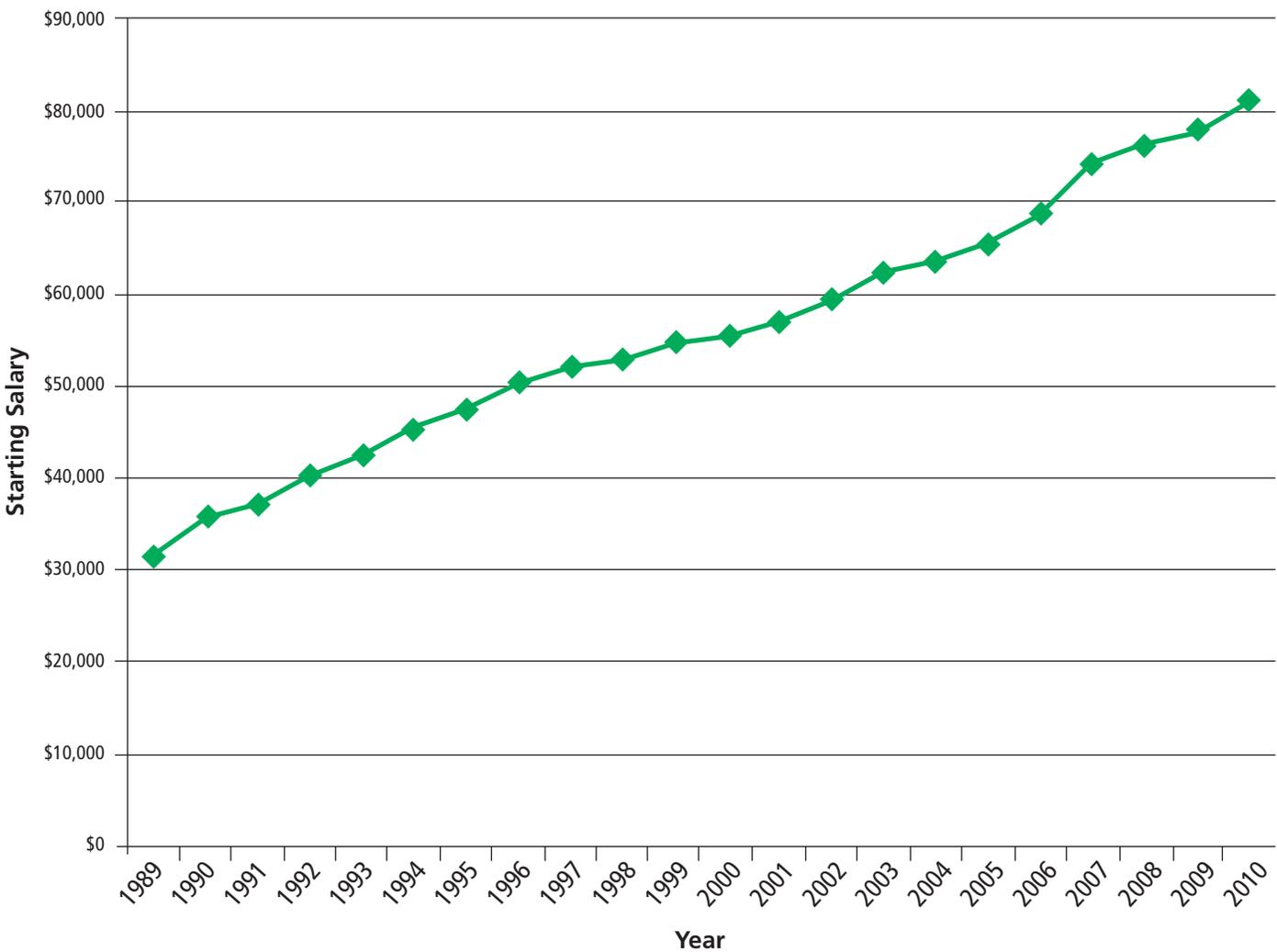
Programs were asked to provide the average starting salary of their 2010 graduates. The average salary by program of the 2010 graduates was \$80,683 (see Table 29).

Table 29. Starting Salary of Recent PA Graduates

	N	Mean	P10	P25	P50 (Median)	P75	P90
Starting Salary	42	\$80,683	\$74,280	\$78,015	\$80,604	\$82,409	\$88,675

The trend line of PA graduate salaries is shown in Figure 20. Since 1989, the average annual increase has been 5%.

Figure 20. PA Program Graduates' Starting Salary, 1989-2010



Appendix I. List of PA Programs

Name of Institution	Public/Private	Type of Sponsoring Institution	Highest Degree
1. Albany Medical College	Private	Spec/Med	Master's
2. Alderson-Broaddus University	Private	Bac/Diverse	Master's
3. Anne Arundel Community College	Public	Assoc/Pub-S-SC	Certificate
4. Arcadia University	Private	Master's L	Master's
5. Arizona School of Health Sciences	Private	Spec/Med	Master's
6. Augsburg College	Private	Master's S	Master's
7. Barry University	Private	DRU	Master's
8. Baylor College of Medicine	Private	Spec/Med	Master's
9. Bay Path College	Private	Bac/A&S	Master's
10. Bethel College	Private	Master's S	Master's
11. Butler University	Private	Master's M	Master's
12. Campbell University	Private	Master's L	Master's
13. Carroll University	Private	Master's S	Master's
14. Central Michigan University	Public	DRU	Master's
15. Chatham University	Private	Master's M	Master's
16. Christian Brothers University	Private	Master's M	Master's
17. Clarkson University	Private	RU/H	Master's
18. CUNY/Sophie Davis School of Biomedical Education	Public	Master's L	Baccalaureate
19. Cuyahoga Community College	Public	Assoc/Pub-U-MC	Master's
20. Daemen College	Private	Master's M	Master's
21. Des Moines University	Private	Spec/Med	Master's
22. DeSales University	Private	Master's L	Master's
23. Drexel University	Private	RU/H	Master's
24. Duke University	Private	RU/VH	Master's
25. Duquesne University	Private	DRU	Master's
26. D'Youville College	Private	Master's L	Master's
27. East Carolina University	Public	DRU	Master's
28. Eastern Virginia Medical School	Private	Spec/Med	Master's
29. Elon University	Private	Master's S	Master's
30. Emory University	Private	RU/VH	Master's
31. Franklin Pierce University	Private	Master's S	Master's
32. Gannon University	Private	Master's L	Master's
33. George Washington University	Private	RU/H	Master's
34. Georgia Health Sciences University	Public	Spec/Med	Master's
35. Grand Valley State University	Public	Master's L	Master's
36. Harding University	Private	Master's L	Master's
37. Hofstra University	Private	DRU	Baccalaureate
38. Howard University	Private	RU/H	Baccalaureate
39. Idaho State University	Public	DRU	Master's
40. Indiana State University	Public	DRU	Master's
41. Interservice Physician Assistant Program	Private	N/A	Master's

Name of Institution	Public/Private	Type of Sponsoring Institution	Highest Degree
42. James Madison University	Public	Master's L	Master's
43. Jefferson College of Health Sciences	Private	Spec/Health	Master's
44. John H. Stroger Jr. Hospital of Cook County/Malcolm X College	Public	Assoc/Pub-U-MC	Master's
45. Keck School of Medicine of the University of Southern California	Private	RU/VH	Master's
46. Keiser University	Private	Bac/Assoc	Master's
47. Kettering College of Medical Arts	Private	Spec/Health	Master's
48. King's College	Private	Master's S	Master's
49. Le Moyne College	Private	Master's L	Master's
50. Lincoln Memorial	Private	Master's M	Master's
51. Lock Haven University of Pennsylvania	Public	Master's S	Master's
52. Loma Linda University	Private	Spec/Med	Master's
53. Long Island University	Private	Master's L	Baccalaureate
54. Louisiana State University Health Sciences Center	Public	Spec/Med	Baccalaureate
55. Louisiana State University- New Orleans	Public	Spec/Med	Master's
56. Marietta College	Private	Bac/Diverse	Master's
57. Marquette University	Private	RU/H	Master's
58. Marywood University	Private	Master's L	Master's
59. Massachusetts College of Pharmacy & Health Sciences-Boston	Private	Spec/Health	Master's
60. Massachusetts College of Pharmacy and Health Sciences-Manchester	Private	Spec/Health	Master's
61. Medical University of South Carolina	Public	Spec/Med	Master's
62. Mercer University	Private	Master's L	Master's
63. Mercy College	Private	Master's L	Master's
64. Methodist University	Private	Bac/Diverse	Master's
65. Miami Dade College	Public	Assoc/Pub4	Associate
66. Midwestern University-Downers Grove	Private	Spec/Med	Master's
67. Midwestern University-Glendale	Private	Spec/Med	Master's
68. Misericordia University	Private	Master's M	Master's
69. Mississippi College	Private	Master's L	Master's
70. Missouri State University	Public	Master's L	Master's
71. Mountain State University	Private	Master's M	Master's
72. New York Institute of Technology	Private	Master's L	Master's
73. Northeastern University	Private	RU/H	Master's
74. Northern Arizona University	Public	RU/H	Master's
75. Northwestern University	Private	RU/VH	Master's
76. Nova Southeastern University-Southwest Florida (Naples)	Private	DRU	Master's
77. Nova Southeastern University-Fort Lauderdale	Private	DRU	Master's
78. Nova Southeastern University-Orlando	Private	DRU	Master's
79. Nova Southeastern University-Jacksonville	Private	DRU	Master's
80. Ohio Dominican University			Master's
81. Oregon Health and Science University	Public	Spec/Med	Master's
82. Our Lady of the Lake			Master's
83. PACE University-Lenox Hill Hospital	Private	DRU	Master's
84. Pacific University	Private	DRU	Master's

Name of Institution	Public/Private	Type of Sponsoring Institution	Highest Degree
85. Pennsylvania College of Technology	Public	Bac/Assoc	Baccalaureate
86. Philadelphia College of Osteopathic Medicine	Private	Spec/Med	Master's
87. Philadelphia University	Private	Master's M	Master's
88. Quinnipiac University	Private	Master's L	Master's
89. Red Rocks Community College	Public	Assoc/Pub-S-MC	Certificate
90. Riverside Community College	Public	Assoc/Pub-U-MC	Master's
91. Rochester Institute of Technology	Private	Master's L	Baccalaureate
92. Rocky Mountain College	Private	Bac/Diverse	Master's
93. Rosalind Franklin University of Medicine and Science	Private	Spec/Med	Master's
94. Rush University	Private	Master's L	Master's
95. Saint Francis University	Private	Master's L	Master's
96. Saint Louis University	Private	RU/H	Master's
97. Salus University	Private	Spec/Health	Master's
98. Samuel Merritt College	Private	Spec/Health	Master's
99. San Joaquin Valley College	Private	Assoc/PrivFP	Associate
100. Seton Hall University	Private	DRU	Master's
101. Seton Hill University	Private	Bac/Diverse	Master's
102. Shenandoah University	Private	Master's L	Master's
103. South College	Private	Assoc/PrivFP4	Master's
104. South University	Private	Bac/Assoc	Master's
105. South University- Tampa	Private	Spec/Health	Master's
106. Southern Illinois University-Carbondale	Public	RU/H	Master's
107. Springfield College	Private	Master's L	Master's
108. St. Catherine University	Private	Master's L	Master's
109. St. John's University	Private	DRU	Baccalaureate
110. Stanford University	Private	RU/VH	Master's
111. State University of New York Downstate Medical Center	Public	Spec/Med	Baccalaureate
112. State University of New York Upstate Medical Center	Public	Spec/Med	Master's
113. Stony Brook University	Public	RU/VH	Master's
114. Texas Tech University Health Sciences Center	Public	Spec/Med	Master's
115. Touro College School of Health Sciences	Private	Master's L	Master's
116. Touro College-Manhattan	Private	Master's L	Master's
117. Touro University-California	Private	Master's L	Master's
118. Touro University-Nevada	Private	Master's L	Master's
119. Towson University CCBC Essex	Public	Master's L	Master's
120. Trevecca Nazarene University	Private	DRU	Master's
121. Tufts University	Private	RU/VH	Master's
122. Union College	Private	Bac/Diverse	Master's
123. University of Alabama At Birmingham	Public	RU/VH	Master's
124. University of Bridgeport			Master's
125. University of California-Davis	Public	RU/VH	Certificate
126. University of Charleston	Private	Bac/Diverse	Master's
127. University of Colorado Denver, Anschutz Medical Campus	Public	RU/VH	Master's

Name of Institution	Public/Private	Type of Sponsoring Institution	Highest Degree
128. University of Detroit Mercy	Private	Master's L	Master's
129. University of Findlay	Private	Master's L	Baccalaureate
130. University of Florida	Public	RU/VH	Master's
131. University of Iowa	Public	RU/VH	Master's
132. University of Kentucky	Public	RU/VH	Master's
133. University of Maryland-Eastern Shore	Public	Master's S	Baccalaureate
134. University of Medicine and Dentistry of New Jersey	Public	Spec/Med	Master's
135. University of Mount Union	Private	Bac/A&S	Master's
136. University of Nebraska Medical Center	Public	Spec/Med	Master's
137. University of New England	Private	Master's L	Master's
138. University of New Mexico	Public	RU/VH	Baccalaureate
139. University of North Dakota	Public	RU/H	Master's
140. University of North Texas Health Science Center at Fort Worth	Public	Spec/Med	Master's
141. University of Oklahoma	Public	Spec/Med	Master's
142. University of Oklahoma-Tulsa	Public	Spec/Med	Master's
143. University of Pittsburgh	Public	RU/VH	Master's
144. University of Saint Francis (IN)	Private	Master's S	Master's
145. University of South Alabama	Public	Master's L	Master's
146. University of South Dakota	Public	DRU	Master's
147. University of St. Francis (NM)	Private	Master's L	Master's
148. University of Texas Health Science Center at San Antonio	Public	Spec/Med	Master's
149. University of Texas Medical Branch	Public	Spec/Med	Master's
150. University of Texas Pan American	Public	Master's L	Master's
151. University of Texas Southwestern Medical Center	Public	Spec/Med	Master's
152. University of the Cumberland	Private	Master's M	Master's
153. University of the Sciences	Private	Spec/Health	Master's
154. University of Toledo	Public	RU/H	Master's
155. University of Utah	Public	RU/VH	Master's
156. University of Washington MEDEX	Public	RU/VH	Master's
157. University of Wisconsin-LaCrosse-Gundersen-Mayo	Public	Master's L	Master's
158. University of Wisconsin-Madison	Public	RU/VH	Master's
159. Wagner College	Private	Master's M	Master's
160. Wake Forest University	Private	RU/H	Master's
161. Wayne State University	Public	RU/VH	Master's
162. Weill Cornell University Medical College	Private	Spec/Med	Certificate
163. Western Michigan University	Public	RU/H	Master's
164. Western University of Health Sciences	Private	Spec/Med	Master's
165. Wichita State University	Public	RU/H	Master's
166. Wingate University	Private	Bac/A&S	Master's
167. Yale University	Private	RU/VH	Master's
168. York College, CUNY	Public	Bac/Assoc	Baccalaureate

Appendix II. List of Historical Tables

Table A. Financial Support Received by PA Programs, 1984–2011

	TOTAL BUDGET		SPONSORING INSTITUTION			FEDERAL GRANT/CONTRACT			
	Mean Budget Amount (\$)	% Change	Mean Budget Amount (\$)	% Change	% of Programs Receiving	Mean Budget Amount (\$)	% Change	% of Programs Receiving	% in Total Budget
1984–1985	276,919	—	169,581	—	84	130,889	—	73	35
1985–1986	305,868	10.5	181,171	6.8	92	125,484	-4.1	82	41
1986–1987	334,690	9.4	189,135	4.4	88	126,457	0.8	60	39
1987–1988	328,444	-1.9	178,590	-5.6	87	117,429	-7.1	78	38
1988–1989	371,386	13.1	200,700	12.4	91	125,118	6.5	77	34
1989–1990	381,978	2.9	211,400	5.3	80	127,600	2.0	75	33
1990–1991	409,745	7.3	235,780	11.5	87	128,222	0.5	77	31
1991–1992	470,063	14.7	257,182	9.1	92	129,243	0.8	77	28
1992–1993	457,200	-2.7	270,346	5.1	89	143,514	11.0	64	31
1993–1994	568,564	24.4	315,085	16.5	85	137,514	-4.2	64	24
1994–1995	664,797	16.9	324,889	3.1	93	144,926	5.4	71	22
1995–1996	673,975	1.4	373,957	15.1	92	152,514	5.2	52	23
1996–1997	648,871	-3.7	410,456	9.8	87	152,300	-0.1	45	22
1997–1998	679,096	4.7	441,129	7.5	94	157,765	3.6	38	22
1998–1999	740,898	9.1	501,150	13.6	88	173,030	9.7	41	23
1999–2000	756,946	2.2	466,641	-6.9	89	150,111	-13.2	35	20
2000–2001	871,824	15.2	487,739	4.5	90	123,055	-18.0	31	14
2001–2002	873,977	0.2	504,324	3.4	90	154,834	25.8	33	18
2002–2003	866,612	-0.8	574,416	13.9	86	159,334	2.9	37	18
2003–2004	954,422	10.1	654,339	13.9	86	141,762	-11.0	40	15
2004–2005	986,987	3.4	672,444	2.8	88	138,982	-2.0	38	14
2005–2006	990,527	0.4	735,508	9.4	88	177,408	27.6	37	18
2006–2007	1,077,814	8.8	795,539	8.2	90	134,907	-24.0	31	13
2007–2008	1,314,505	22.0	908,472	14.2	94	124,212	-7.9	16	11
2008–2009	1,276,432	-2.9	954,696	5.1	91	108,587	-12.6	16	11
2009–2010	1,290,024	1.1	984,529	3.1	91	143,758	32.4	16	14
2010–2011	1,546,037	20.0	1,087,424	11.4	77	236,013	64.2	31	15

Table B. PA Student Expenses and Financial Aid, 1985–2011

Year (\$)	TUITION (MEAN)				TUITION + INCIDENTAL COSTS (MEAN)				FINANCIAL AID
	Resident Change	% (\$)	Non-Resident Change	% (\$)	Resident Change	% (\$)	Non-Resident Change	% of Class	%
1984–1985	6,378	–	8,986	–	7,669	–	9,962	–	65
1985–1986	7,098	11.3	9,565	6.4	8,588	12.0	11,055	11.0	65
1986–1987	7,626	7.4	10,451	9.3	9,247	7.7	12,155	10.0	63
1987–1988	8,012	5.1	10,775	3.1	9,643	4.3	12,494	2.8	63
1988–1989	9,472	18.2	13,660	26.8	11,485	19.1	15,681	25.5	67
1989–1990	9,978	5.3	14,174	3.8	11,706	1.9	15,902	1.4	69
1990–1991	10,620	6.4	14,614	3.1	12,495	6.7	16,511	3.8	71
1991–1992	11,714	10.3	16,240	11.1	13,890	11.2	18,440	11.7	71
1992–1993	13,092	11.8	17,772	9.4	15,694	13.0	20,375	10.5	71
1993–1994	14,470	10.5	18,774	5.6	17,153	9.3	21,457	5.3	71
1994–1995	16,030	10.8	21,106	12.4	18,676	8.9	23,752	10.7	77
1995–1996	17,872	11.5	22,702	7.6	21,308	14.1	26,132	10.0	79
1996–1997	20,132	12.6	25,088	10.5	23,695	11.2	28,775	10.1	79
1997–1998	20,296	0.8	26,228	4.5	24,057	1.5	29,989	4.2	85
1998–1999	22,428	10.5	27,922	6.5	26,653	10.8	32,147	7.2	83
1999–2000	24,407	8.8	31,001	11.0	28,840	8.2	35,434	10.2	84
2000–2001	28,048	14.9	34,662	11.8	32,684	13.3	39,298	10.9	86
2001–2002	28,036	0.0	35,536	2.5	32,810	0.4	40,310	2.6	88
2002–2003	30,949	10.4	38,423	8.1	36,154	10.2	43,628	8.2	86
2003–2004	34,167	10.4	41,723	8.6	39,360	8.9	46,884	7.5	89
2004–2005	37,823	10.7	46,344	11.1	43,309	10.0	51,730	10.3	88
2005–2006	40,697	7.6	48,549	4.8	45,910	6.0	53,843	4.1	89
2006–2007	44,637	9.7	52,225	7.6	51,019	11.1	58,671	9.0	89
2007–2008	48,649	9.0	57,280	9.7	54,954	7.7	63,647	8.5	91
2008–2009	50,611	4.0	61,088	6.6	56,220	2.3	66,871	5.1	92
2009–2010	53,650	6.0	65,171	6.7	59,435	5.7	70,956	6.1	92
2010–2011	58,055	8.2	65,238	0.1	63,865	7.5	71,130	0.2	93

Table C. Average Enrollment and Capacity for All Classes, 1985–2011

Academic Year	Maximum Capacity (N)	Current Enrollment (N)	Capacity Unfilled (%)	Programs (N)
1984–1985	58.2	47.0	17.8	39
1985–1986	60.4	46.7	21.3	44
1986–1987	61.9	49.1	18.8	47
1987–1988	57.4	47.3	19.6	48
1988–1989	56.1	45.6	16.3	48
1989–1990	58.9	50.2	14.8	45
1990–1991	68.1	56.6	16.9	50
1991–1992	69.7	62.1	9.2	50
1992–1993	71.8	65.1	8.9	57
1993–1994	72.7	67.9	5.1	56
1994–1995	85.4	78.6	5.5	61
1995–1996	83.2	79.4	6.1	68
1996–1997	83.6	77.3	7.3	77
1997–1998	84.1	81.3	9.8	95
1998–1999	87.4	82.5	8.5	96
1999–2000	83.3	76.7	9.0	105
2000–2001	86.5	78.8	7.1	102
2001–2002	82.8	76	8.2	105
2002–2003	86.7	75.9	10.4	103
2003–2004	89.8	80.3	9.3	109
2004–2005	91.9	85.1	8.2	110
2005–2006	93.2	87.5	6.2	105
2006–2007	95.9	91.3	6.1	99
2007–2008	101.5	97.5	5.2	112
2008–2009	109.7	101.5	3.4	118
2009–2010	110.4	107.1	2.9	132
2010–2011	115.1	107.3	6.7	142

Table D. First-Year Gender and Ethnicity, 1984–2011

Academic Year	FEMALE		MALE		WHITE		NON-WHITE		TOTAL	
	Mean	% of Total	Mean	N						
1983–1984	13.6	58.4	9.7	41.6	20.7	86.2	4	13.8	24.0	43
1984–1985	14.6	61.6	9.1	38.4	20.3	83.4	4.1	16.6	24.1	43
1985–1986	15.3	63.0	9.0	37.0	20.9	85.3	3.6	14.7	24.3	41
1986–1987	15.5	62.2	9.4	37.8	19.6	78.8	5.3	21.1	24.9	47
1987–1988	15.7	61.6	9.9	38.4	19.7	77.7	5.9	22.3	25.6	47
1988–1989	16.2	62.3	9.8	37.7	20.8	79.7	5.3	20.3	25.9	46
1989–1990	16.4	62.8	9.7	37.2	20.9	80.1	5.2	19.9	26.1	46
1990–1991	16.3	55.1	13.3	44.9	24.6	82.3	5.3	17.7	29.6	49
1991–1992	19.4	60.2	12.8	39.8	26.0	81.0	6.1	19.0	32.2	47
1992–1993	20.7	59.8	13.9	40.2	26.9	82.5	5.7	17.5	35.0	56
1993–1994	22.2	61.5	13.9	38.5	29.3	82.3	6.3	17.7	37.0	55
1994–1995	24.4	60.2	16.1	39.8	33.2	77.5	8.8	20.9	41.1	55
1995–1996	22.8	58.2	16.4	41.8	32.4	77.7	9.3	22.3	39.2	71
1996–1997	23.5	61.4	14.8	38.6	31.3	79.6	8	20.4	38.3	77
1997–1998	24.4	61.9	15.0	38.1	32.4	79.2	8.5	20.8	39.4	95
1998–1999	25.0	62.5	15.0	37.5	32.9	78.9	8.8	21.1	40.0	91
1999–2000	24.0	62.8	14.2	37.2	30.7	77.9	8.7	22.1	40.2	103
2000–2001	24.8	64.9	13.4	35.1	30.2	75.1	10	24.9	38.2	102
2001–2002	26.7	68.1	12.5	31.9	29.0	77.3	8.5	22.7	39.2	105
2002–2003	24.7	69.6	10.8	30.4	29.8	77.4	8.7	22.6	35.5	103
2003–2004	26.9	70.4	11.3	29.6	30.1	75.6	9.7	24.4	38.2	108
2004–2005	28.4	70.6	11.8	29.4	33.1	77.9	9.4	22.1	40.2	104
2005–2006	29.8	73.0	11.0	27.0	32.8	77.2	9.7	22.8	40.8	105
2006–2007	30.5	72.1	11.8	27.9	33.0	76.7	10	23.3	42.3	100
2007–2008	31.1	73.1	12.4	26.9	34.8	77.4	9.5	21.8	43.5	112
2008–2009	32.6	72.7	13.0	27.3	33.5	77.7	8.8	22.3	45.6	118
2009–2010	32.2	72.7	12.9	27.5	34.9	81.1	7.6	18.9	46.0	130
2010–2011	33.0	72.5	12.5	27.5	35.7	76.1	10.1	23.9	45.9	140

Table E. Health Care Experience of PA Program Entering Classes, 1984–2011

Academic Year	Months	Hours
1983–1984	32	5,632
1984–1985	37	6,512
1985–1986	40	7,040
1986–1987	36	6,336
1987–1988	44	7,744
1988–1989	45	7,920
1989–1990	46	8,096
1990–1991	52	9,152
1991–1992	52	9,152
1992–1993	56	9,856
1993–1994	50	8,800
1994–1995	54	9,504
1995–1996	53	9,328
1996–1997	48	8,448
1997–1998	49	8,624
1998–1999	45	7,920
1999–2000	45	7,920
2000–2001	43	7,568
2001–2002	43	7,568
2002–2003	38	6,688
2003–2004	32	5,632
2004–2005	35	6,160
2005–2006	29	5,104
2006–2007	30	5,280
2007–2008	32	5,632
2008–2009	31	5,481
2009–2010	25	4,376
2010–2011	*	7,696**

*Total number of weeks used to calculate months was removed after 2010.

**2010-2011 CASPA Matriculant Average Health Care Experience (self-reported). Health care experience hours include patient contact experience, other work experience, other health care experience, community service, health care shadowing, and research.

Table F. Average Graduate Salaries, 1989–2010

Graduation Year	Average Salary
1989	\$31,352
1990	\$35,856
1991	\$36,815
1992	\$40,079
1993	\$42,332
1994	\$45,228
1995	\$47,202
1996	\$50,362
1997	\$52,026
1998	\$52,664
1999	\$54,761
2000	\$55,415
2001	\$57,218
2002	\$59,434
2003	\$62,540
2004	\$63,497
2005	\$65,595
2006	\$68,886
2007	\$74,154
2008	\$76,066
2009	\$77,377
2010	\$80,683

Appendix III. Survey Instrument

Section 1. General Information

All information in this section refers to academic year 2010-2011.

1. Name of sponsoring institution: _____

2. Is your sponsoring institution an academic health center (AHC)?

- Yes
- No

3. Administrative housing:

- 1 = School of Medicine
- 2 = Science Department
- 3 = School of Allied Health/Health Professions
- 4 = Other, specify

4. Year first class enrolled: _____

5. Length of the professional phase of the program in weeks (If you have a pre-professional phase, enter length for the professional phase only.)

Didactic phase _____
 Clinical phase _____
 Vacation _____
 Total _____

6. Program start month: _____

7. Program end month: _____

8. Credentials awarded (Select all that apply):

- Certificate
- Associate

Baccalaureate

- Bachelor of Science (BS)
- Bachelor of Science in Physician Assistant (BSPA)/Bachelor of Science in Physician Assistant Studies (BSPAS)/Bachelor of Physician Assistant Studies (BPAS)/Bachelor of Physician Assistant (BPA)
- Bachelor of Medical Science (BMS)
- Bachelor of Clinical Health Services (BCHS)
- Bachelor of Health Science (BHS)/Bachelor of Science in Health Science (BSHS)
- Other, specify

Master's

- Master of Science (MS)
- Master of Physician Assistant Studies (MPAS)/Master of Science in Physician Assistant Studies (MSPAS)/Master of Physician Assistant Practice (MPAP)/Master of Physician Assistant (MPA)
- Master of Health Science (MHS)/Master of Science in Health Science (MSHS)
- Master of Medical Science (MMS/MMSc)/Master of Science in Medicine (MSM)
- Master of Public Health (MPH)
- Other Master's, specify
- Other, specify

9. Was there an addition to your program's credential from the previous year? (Check all that apply.)

- Certificate
- Associate
- Baccalaureate
- Master's
- Dual degree option
- Other

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

was changed to:

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

Section 2. Financial Information

Budget and expense information refers to the fiscal year 2010-2011 (or the most recently completed fiscal year).

- 1. Program Budget:** For the fiscal year 2010-2011, please enter the amount of financial support received from each of the following sources. The total amount listed should be equal to your program's budget. All items are mutually exclusive.

	Amount	Ongoing
Budget from sponsoring institution (Direct support to the program, including employee salaries and benefits)	\$ _____	<input type="checkbox"/>
Tuition & fees retained by program	\$ _____	<input type="checkbox"/>
Federal grant/contract	\$ _____	<input type="checkbox"/>
State grant/contract	\$ _____	<input type="checkbox"/>
AHEC support	\$ _____	<input type="checkbox"/>
Private foundation	\$ _____	<input type="checkbox"/>
Gifts/grants/endowments:		
Private donation	\$ _____	<input type="checkbox"/>
Industry	\$ _____	<input type="checkbox"/>
Other, specify	\$ _____	<input type="checkbox"/>
Current Budget Total (calculated value)	\$ _____	

- 2. Program Expenses:** Estimate the approximate percentage of the following expenses relative to the total budget. Include only the expenses that were directly paid by the program. (These percentages should add up to 100%.)
- | | |
|--|---------|
| Faculty salaries (including adjunct
faculty salaries) | _____ % |
| Staff salaries | _____ % |
| Instructional equipment (e.g., manikins) | _____ % |
| Technology (e.g., computer software) | _____ % |
| Faculty development (including conferences) | _____ % |
| Support for faculty travel to clinical sites | _____ % |
| Support for student travel for clinical training | _____ % |
| Precepting | _____ % |
| Student housing | _____ % |
| Recruitment/marketing | _____ % |
| Accreditation/professional fees | _____ % |
| Administration (e.g., phone, postage,
copying, etc.) | _____ % |
| Specify other expenses | _____ % |

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

Resident: \$ _____

Non-resident (if applicable): \$ _____

- Estimate the total incidental costs (e.g., textbooks, diagnostic equipment, required technology/software and other academic expenses) incurred by a student during the entire program. (If you have a pre-professional phase, include the professional phase only.) Do not include tuition, fees or personal living expenses (e.g., transportation, food, housing expenses). \$ _____
- What percentage of the most recently enrolled class received financial aid? _____ %

Section 3. Program Personnel

All questions in this section refer to the academic year 2010-2011.

- What types of faculty position classifications are available for faculty? (Check all that apply.)
- Tenure Track
- Clinical tenure track
 - Academic tenure track
 - Research tenure track
 - Other
- Non-Tenure Track
- Clinical track
 - Multi-year contract
 - Annual contract
 - Academic track
- Other
- Other, please specify _____
- What barriers, if any, did you encounter trying to hire new faculty? (Check all that apply.)
- Not applicable
 - No barrier
 - Salary
 - Degree requirements
 - Lifestyle
 - Location
 - Lack of candidates
 - Candidates' lack of teaching experience
 - Area cost of living
 - Other, specify _____

3. Estimate the percentage of the curriculum taught in the following manner:
Numbers must add to 100%.

Didactic phase only

- a. Directly by your program's core faculty _____%
- b. Taught by others but actively coordinated by your program's core faculty (i.e., arranging schedules, selecting topics, etc.) _____%
- c. Taught **directly by external personnel** with minimal input from program core faculty _____%

4. Enter the number of employees that receive a salary from your program. Also enter FTE.

	Number of Employees	FTE
Didactic faculty	_____	_____
Clinical faculty	_____	_____
Staff	_____	_____

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

- Dean
- Department chair
- Division chief/head
- Program director
- Medical director
- Associate/assistant director
- Academic coordinator
- Clinical coordinator
- Research coordinator
- Admissions director/coordinator
- Clinical faculty
- Didactic faculty
- Faculty with combined didactic and clinic responsibilities
- Education coordinator (staff)
- Data analyst
- Evaluation specialist
- Administrative staff
- Technology/Information specialist
- Other, specify

Section 3a. Employee Profile

1. Employee ID or last name

2. Year of birth

3. Year hired

4. Category:

- Faculty
- Staff

5. Gender:

- Male
- Female

6. Ethnicity: Hispanic, Latino, or Spanish origin

- Yes
- No

7. Race (as self-identified by individual)

- White
- Black or African-American
- American Indian or Alaskan Native
- Asian subpopulations (Chinese, Filipino, Japanese, Korean, Asian Indian, or Thai)
- Other Asian
- Native Hawaiian or Other Pacific Islander
- Other
- Missing

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

- None
- Dean
- Department chair
- Division chief/head
- Program director
- Medical director
- Associate/Assistant director
- Academic coordinator
- Clinical coordinator
- Research coordinator
- Admissions Director/coordinator
- Clinical faculty
- Didactic faculty
- Faculty with combined didactic and clinic responsibilities
- Education coordinator (Staff)
- Data analyst
- Evaluation specialist
- Administrative staff
- Technology/Information specialist
- Other, specify

10. PA status:

- PA
- Non-PA

11. Tenure status:
- Tenured
 - On tenure track, but not tenured
 - Non-tenured track (e.g., clinical track)
 - Not applicable
12. Academic rank:
- Professor emeritus
 - Full professor
 - Associate professor
 - Assistant professor
 - Lecturer/Instructor
 - Other
13. Highest degree/credential:
- PhD, MD, or other doctoral degree
 - Master's
 - Baccalaureate
 - Associate
 - Certificate
 - Other
 - None
14. FTE: _____ %
15. Please indicate the ACTUAL annual salary for this person, paid directly by the program or the institution, at the end of the 2010-2011 academic year. (For departed personnel, indicate the salary at time of departure.) For assistance with accurately reporting salary, please contact your human resources department.
- Base salary (excluding fringe and clinical) \$ _____
- Total compensation \$ _____
- Estimated clinical income \$ _____
16. Did this faculty member work clinically in the past (2010-2011) academic year?
- Yes
 - No *(If "no," go to question 19.)*
 - I don't know.
17. If "yes," what were the average number of clinical hours worked per week? ____ hours
18. If "yes," did the clinical work generate income?
- Yes, income retained by faculty member
 - Yes, income retained by program/institution
 - No, volunteer position (no income)
19. Did this faculty member END employment in the 2010-2011 academic year?
- Yes
 - No *(If "no," go to question 21.)*

20. If "yes," please indicate the stated reason:
- Career advancement
 - Return to clinical practice
 - Geographic relocation
 - Retirement
 - Return to school
 - Family obligations
 - Job dissatisfaction
 - Salary dissatisfaction
 - Involuntary termination
 - Other
21. Was this faculty member HIRED in the 2010-2011 academic year?
- Yes
 - No *(If "no," this section is complete.)*
22. If yes, please indicate the faculty member's immediate past employment.
- PA education
 - Other educational program
 - Clinical practice
 - Other, specify _____
23. How long did it take to fill the position? _____ weeks
24. How many qualified applications did you receive for this position? _____

Section 4. Application and Admissions

1. Select the student recruitment strategies that your program used during the past calendar year. (Check all that apply.)
- Brochures
 - Information sessions
 - Websites
 - Social networking websites, please specify _____
 - School visits
 - Other, specify _____
2. What credential(s)/degree(s) do you require for entry to your program?

Prerequisite Degree (upon admission)	Credential/Degree Offered			
	Certificate	Associate	Baccalaureate	Master's
Degree not required	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Certificate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Baccalaureate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

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

4. Please indicate your program's health care experience requirement.

- Required Preferred Not required

5. Did your program require an interview from prospective students?

- Yes
 No

2. Indicate the number of students in all years of your program who have been decelerated in the 2010-2011 academic year. _____

3. Indicate the number of students in all years of your program who have withdrawn or been dismissed during the 2010-2011 academic year. _____

***Questions 4-12 refer to the 2010-2011 matriculating class (or first-year class). Optional for CASPA programs.**

4. Please enter the number of students for the following ethnic groups (optional for CASPA programs).

Hispanic, Latino, or Spanish origin _____
Non-Hispanic, Latino, or Spanish origin _____

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

White _____
American Indian or Alaskan Native _____
Black/African-American _____
Native Hawaiian/Other Pacific Islander _____
Asian subpopulations (Chinese, Filipino, Japanese, Korean, Asian Indian, or Thai) _____
Other Asian _____
Other _____
No answer _____

6. Please specify the average age and age range of your 2010-2011 matriculating class (optional for CASPA programs).

Average age _____

7. For the 2010-2011 matriculating class, please enter the average undergraduate grade point average (GPA) for all courses (optional for CASPA programs).

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

8. What was the average number of hours of health care experience (HCE) in your 2010-2011 matriculating class? (optional for CASPA programs)

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

Section 5. Matriculants

All questions in this section refer to the academic year 2010-2011. Unless otherwise indicated, all questions in this section refer to the full-time students in the professional phase of the program. (Professional phase refers to only that portion of a PA student's education that is in an educational program accredited by the ARC-PA; this is typically about two years in length (one year of classroom and laboratory instruction followed by one year of clinical rotations).

1. Indicate the maximum capacity of your program in the 2010-2011 academic year and the number of full-time and part-time students by gender for each class.

	1 st year	2 nd year	3 rd year
Maximum capacity	_____	_____	_____
Female enrollees	_____	_____	_____
Male enrollees	_____	_____	_____
Calculated total (male and female)	_____	_____	_____

9. For the 2010-2011 matriculating class, please indicate the number of students by their highest degree earned upon entry.

No academic degree _____
 Associate degree _____
 Baccalaureate degree _____
 Master's degree _____
 Doctoral degree _____

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

0 = No
 1 = Yes

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

0 = No
 1 = Yes

Section 6. Graduating Students

2011 Graduating Class

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

	Graduated	Withdrew	Decelerated
Female	_____	_____	_____
Male	_____	_____	_____

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

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

3. For the 2011 graduating class, please provide the number of students as self-identified from each of the following racial groups.

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

4. For the 2011 graduating class, state the number of students disenrolled from the program for the following reasons. (Please DO NOT include decelerated or part-time students.)

Academic dismissal _____
 Personal withdrawal _____
 Financial _____
 Career change _____
 Medical school _____
 Other, specify _____

2010 Graduating Class

5. Indicate the number of 2010 graduates employed in primary care and non-primary care medical specialties.

_____ Primary care
 _____ Non-primary care

6. What was the average reported annual starting salary (adjusted for 100% FTE) of the 2010 graduating class?

\$ _____ or We do not collect this information.

Appendix IV. List of Annual Reports

1. Oliver D, Baker J, Donahue W. *First Annual Report on Physician Assistant Educational Programs in the United States, 1984–1985*. Association of Physician Assistant Programs; May 1985.
2. Oliver D, Baker J, Donahue W. *Second Annual Report on Physician Assistant Educational Programs in the United States, 1985–1986*. Association of Physician Assistant Programs; May 1986.
3. Oliver D, Baker J, Donahue W. *Third Annual Report on Physician Assistant Educational Programs in the United States, 1986–1987*. Association of Physician Assistant Programs; May 1987.
4. Oliver D, Baker J, Donahue W. *Fourth Annual Report on Physician Assistant Educational Programs in the United States, 1987–1988*. Association of Physician Assistant Programs; May 1988.
5. Oliver D, Baker J, Donahue W. *Fifth Annual Report on Physician Assistant Educational Programs in the United States, 1988–1989*. Association of Physician Assistant Programs; May 1989.
6. Oliver D, Baker J, Donahue W. *Sixth Annual Report on Physician Assistant Educational Programs in the United States, 1989–1990*. Association of Physician Assistant Programs; May 1990.
7. Oliver D, Baker J, Donahue W. *Seventh Annual Report on Physician Assistant Educational Programs in the United States, 1990–1991*. Association of Physician Assistant Programs; May 1991.
8. Oliver D, Baker J, Donahue W. *Eighth Annual Report on Physician Assistant Educational Programs in the United States, 1991–1992*. Association of Physician Assistant Programs; May 1992.
9. Oliver D, Baker J, Donahue W. *Ninth Annual Report on Physician Assistant Educational Programs in the United States, 1992–1993*. Association of Physician Assistant Programs; May 1993.
10. Oliver D, Baker J, Donahue W. *Tenth Annual Report on Physician Assistant Educational Programs in the United States, 1993–1994*. Association of Physician Assistant Programs; May 1994.
11. Oliver D, Baker J, Donahue W. *Eleventh Annual Report on Physician Assistant Educational Programs in the United States, 1994–1995*. Association of Physician Assistant Programs; May 1995.
12. Simon A, Link M, Miko A. *Twelfth Annual Report on Physician Assistant Educational Programs in the United States, 1995–1996*. Association of Physician Assistant Programs; May 1996.
13. Simon A, Link M, Miko A. *Thirteenth Annual Report on Physician Assistant Educational Programs in the United States, 1996–1997*. Association of Physician Assistant Programs; May 1997.
14. Simon A, Link M, Miko A. *Fourteenth Annual Report on Physician Assistant Educational Programs in the United States, 1997–1998*. Association of Physician Assistant Programs; May 1998.

15. Simon A, Link M, Miko A. *Fifteenth Annual Report on Physician Assistant Educational Programs in the United States, 1998–1999*. Association of Physician Assistant Programs; May 1999.
16. Simon A, Link M, Miko A. *Sixteenth Annual Report on Physician Assistant Educational Programs in the United States, 1999–2000*. Association of Physician Assistant Programs; July 2000.
17. Simon A, Link M, Miko A. *Seventeenth Annual Report on Physician Assistant Educational Programs in the United States, 2000–2001*. Association of Physician Assistant Programs; August 2001.
18. Simon A, Link M, Miko A. *Eighteenth Annual Report on Physician Assistant Educational Programs in the United States, 2001–2002*. Association of Physician Assistant Programs; September 2002.
19. Simon A, Link M, Miko A. *Nineteenth Annual Report on Physician Assistant Educational Programs in the United States, 2002–2003*. Association of Physician Assistant Programs; August 2003.
20. Simon A, Link M. *Twentieth Annual Report on Physician Assistant Educational Programs in the United States, 2003–2004*. Association of Physician Assistant Programs; August 2004.
21. Simon A, Link M. *Twenty-First Annual Report on Physician Assistant Educational Programs in the United States, 2004–2005*. Physician Assistant Education Association; November 2005.
22. Simon A, Link M. *Twenty-Second Annual Report on Physician Assistant Educational Programs in the United States, 2005–2006*. Physician Assistant Education Association; November 2006.
23. Link M. *Twenty-Third Annual Report on Physician Assistant Educational Programs in the United States, 2006–2007*. Physician Assistant Education Association; January 2008.
24. Liang M. *Twenty-Fourth Annual Report on Physician Assistant Educational Programs in the United States, 2007–2008*. Physician Assistant Education Association; June 2009.
25. Liang M. *Twenty-Fifth Annual Report on Physician Assistant Educational Programs in the United States, 2008–2009*. Physician Assistant Education Association; June 2010.
26. Scott, C. and Lane, S. *Twenty-Sixth Annual Report on Physician Assistant Educational Programs in the United States, 2009–2010*. Physician Assistant Education Association; January 2012.
27. *Twenty-Seventh Annual Report on Physician Assistant Educational Programs in the United States, 2010–2011*. Physician Assistant Education Association; May 2013.

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