

**Personalized Student Insights: [YEAR] Matriculating**

**Student Survey**

**PROGRAM NAME**

**CREATED December 5, 2024**

# ABOUT THIS REPORT

PAEA has identified items from the [YEAR] Matriculating Student Survey that directly address multiple components of the ARC-PA Accreditation Standards for Physician Assistant Education (5th Ed.) or that may otherwise be useful to programs. This report summarizes your own students’ responses to these selected questions. The Student Report summarizing the results from all participating PA programs will be published in approximately one year after the survey closes, allowing for benchmarking against national data. X responses were received from your program; responses were not deduplicated or otherwise altered in any way prior to generating this report. Please contact data@PAEAonline.org with any questions regarding this report or our other data services.

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# HEALTH AND WELL-BEING

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **In the *past week*, rate…** | ***n*** | **Mean** | **Median** |  |
| Overall quality of life |  |  |  |  |
| Overall emotional well-being |  |  |  |  |
| Overall mental well-being |  |  |  |  |
| Overall physical well-being |  |  |  |  |
| Level of social activity |  |  |  |  |
| Spiritual well-being |  |  |  |  |
| *Note: 0 = As bad as it can be, 10 = As good as it can be.* |  |  |  |  |
|  |  |  |  |  |
| **In the *past 30 days*, rate…** | ***n*** | **Mean** | **Median** |  |
| Financial concerns |  |  |  |  |
| Level of fatigue |  |  |  |  |
| Level of satisfaction with social support from friends and family |  |  |  |  |
| *Note: Financial concerns: 0 = No concerns, 10 = Constant concerns.* | | | |  |
| *Fatigue: 0 = No fatigue, 10 = Constant tiredness.* | | | |  |
| *Social support: 0 = Not at all satisfied, 10 = Highly satisfied.* | | | |  |
|  |  |  |  |  |
| **In the *last month*, how often have you felt…** | ***n*** | **Mean** | **Median** |  |
| Unable to control the important things in your life? |  |  |  |  |
| Confident about your ability to handle your personal problems? |  |  |  |  |
| Things were going your way? |  |  |  |  |
| Difficulties were piling up so high that you could not overcome them? |  |  |  |  |
| *Note: 1 = Never, 5 = Very often.* |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
| ***Anticipated* stress level during PA school** | ***n*** | **Mean** | **Median** |  |
| Level of stress |  |  |  |  |
| *Note: 0 = No stress, 10 = Constant stress.* |  |  |  |  |
|  |  |  |  |  |
| ***Anticipated* stress of varying aspects of PA training** | ***n*** | **Mean** | **Median** |  |
| Clinical phase coursework |  |  |  |  |
| Didactic phase coursework |  |  |  |  |
| Financial concerns |  |  |  |  |
| Frequency of tests and other assessments |  |  |  |  |
| Initial transition to PA training |  |  |  |  |
| Interpersonal dynamics between faculty/preceptors |  |  |  |  |
| Interpersonal dynamics between peers |  |  |  |  |
| Lack of control over schedule |  |  |  |  |
| Mental health issues |  |  |  |  |
| Personal issues |  |  |  |  |
| Physical health issues |  |  |  |  |
| Relocating to a new area |  |  |  |  |
| Transition from didactic to clinical phase of training |  |  |  |  |
| Volume of learning expected |  |  |  |  |
| Other |  |  |  |  |
| *Note: Students were asked to select and rank the five most stressful aspects of PA training that they anticipate (1 = Most stressful, 5 = Least stressful). This table displays the data to report the Mean*  *and Median rankings of each item. Mean and Median stress scores are reported for those items*  *selected as one of the five most stressful aspects.* | | | | |

# PA SCHOOL APPLICATION PROCESS

|  |  |  |  |
| --- | --- | --- | --- |
| **Reasons to pursue a PA career** | ***n*** | **%** |  |
| A "calling" to the healthcare profession |  | #DIV/0! |  |
| Cost of education/affordability |  | #DIV/0! |  |
| Desire to care for patients |  | #DIV/0! |  |
| Desire to influence the direction of health care |  | #DIV/0! |  |
| Excitement of health care |  | #DIV/0! |  |
| Financial stability |  | #DIV/0! |  |
| Geographic mobility |  | #DIV/0! |  |
| Graduate-level education |  | #DIV/0! |  |
| Length of education |  | #DIV/0! |  |
| Mobility within PA specialties |  | #DIV/0! |  |
| Other health professions were less appealing |  | #DIV/0! |  |
| Prestige |  | #DIV/0! |  |
| Work-life balance |  | #DIV/0! |  |
| Other |  | #DIV/0! |  |
| **Total** |  | **--** |  |
| *Note: Percentages may sum to more than 100% because students could select multiple reasons.* | | | | |
|  |  |  |  |  |
| **Number of programs…** | ***n*** | **Mean** | **Median** |  |
| Applied to |  |  |  |  |
| Offered an interview by |  |  |  |  |
| Completed an interview by |  |  |  |  |
| Received an acceptance letter from |  |  |  |  |
| *Note: Zeroes were excluded.* |  |  |  |  |
|  |  |  |  |  |
| **Reasons for interviewing at fewer programs than offered** | ***n*** | **%** |  |  |
| Already accepted an offer at another school |  | #DIV/0! |  |  |
| Cost associated with traveling to the interview |  | #DIV/0! |  |  |
| No longer interested in program(s) |  | #DIV/0! |  |  |
| Virtual interview format was not an option |  | #DIV/0! |  |  |
| Other |  | #DIV/0! |  |  |
| **Total** |  | **--** |  |  |
| *Note: Percentages may sum to more than 100% because students could select multiple reasons.* | | | | |
|  |  |  |  |  |
| **Estimated total cost of applying to PA school for this year only** | ***n*** | **%** |  |  |
| No cost ($) |  |  |  |  |
| $1 to $999 |  |  |  |  |
| $1,000 to $1,999 |  |  |  |  |
| $2,000 to $2,999 |  |  |  |  |
| $3,000 to $3,999 |  |  |  |  |
| $4,000 to $4,999 |  |  |  |  |
| $5,000 to $5,999 |  |  |  |  |
| $6,000 to $ 6,999 |  |  |  |  |
| $7,000 or more |  |  |  |  |
| **Total** | **0** | **0.0** |  |  |
| *Note: Students were asked to include fees and cost of interviews but exclude costs from campus visits that were not associated with an interview, other non-mandatory expenses (e.g., interview clothes), prerequisite coursework, or the cost of applying to PA school in previous years.* | | | | |
|  |  |  |  |  |
| **Engagement of paid services to prepare for PA school applications** | ***n*** | **%** |  |  |
| Admissions books or other materials |  | #DIV/0! |  |  |
| Admissions consulting |  | #DIV/0! |  |  |
| Assistance with personal statement preparation |  | #DIV/0! |  |  |
| Interview coaching/interview prep book |  | #DIV/0! |  |  |
| GRE prep course |  | #DIV/0! |  |  |
| GRE prep books, materials, or services outside of a formal course |  | #DIV/0! |  |  |
| MCAT prep course |  | #DIV/0! |  |  |
| MCAT prep books, materials, or services outside of a formal course |  | #DIV/0! |  |  |
| PA-CAT prep course |  | #DIV/0! |  |  |
| PA-CAT prep course materials, or services outside of a formal course |  | #DIV/0! |  |  |
| Other |  | #DIV/0! |  |  |
| **Total** |  | **--** |  |  |
| *Note: Students were asked to exclude services provided to them for free. Percentages may sum to more than 100% because students could select multiple reasons. Students who selected "N/A: Did not engage paid services" were excluded* | | | | |
|  |  |  |  |  |
| **Did students apply to PA school *before this application cycle*?** | ***n*** | **%** |  |  |
| Yes |  |  |  |  |
| No |  |  |  |  |
| **Total** | **0** |  |  |  |
|  |  |  |  |  |
| **Did students apply to and/or seriously consider a career in another health profession?** | ***n*** | **%** |  |  |
| Yes |  |  |  |  |
| No |  |  |  |  |
| **Total** | **0** |  |  |  |
|  |  |  |  |  |
| **Reasons students chose to attend PA school *instead* of pursuing training in another health profession** | ***n*** | **%** |  |  |
| Ability to change specialties |  | #DIV/0! |  |  |
| Cost of attending PA school was lower |  | #DIV/0! |  |  |
| Length of PA education was shorter |  | #DIV/0! |  |  |
| Opportunity to work in a team environment |  | #DIV/0! |  |  |
| PA education provided the right amount of intellectual challenge |  | #DIV/0! |  |  |
| PA scope of practice |  | #DIV/0! |  |  |
| Wanted collaborating physician relationship |  | #DIV/0! |  |  |
| Wanted to spend more time providing direct patient care |  | #DIV/0! |  |  |
| Wanted to work in the medical model |  | #DIV/0! |  |  |
| Was not accepted by another health professions program |  | #DIV/0! |  |  |
| Work-life balance |  | #DIV/0! |  |  |
| Other |  | #DIV/0! |  |  |
| **Total** |  | **--** |  |  |
| *Note: Only those students who reported applying to and/or seriously considering a career in another health profession were asked to respond to this question. Percentages may sum to more than 100% because students could select multiple reasons.* | | | | |
|  |  |  |  |  |
| **Factors influencing decision to become a PA** | ***n*** | **%** |  |  |
| AAPA website/literature |  | #DIV/0! |  |  |
| PA program faculty/staff |  | #DIV/0! |  |  |
| PAEA website/literature |  | #DIV/0! |  |  |
| College/campus admissions department |  | #DIV/0! |  |  |
| **Total** |  | **--** |  |  |
| *Note: Percentages may sum to more than 100% because students could select multiple influences. "n" represents the total number of students who responded to this question, though this table does not present all possible factors students were able to choose from.* | | | | |
|  |  |  |  |  |
| **Student consideration of program attributions when choosing which PA programs they would like to attend** | ***n*** | **Considered (%)** | **Importance (Mean)** |  |
| Accessible/Responsive faculty |  |  |  |  |
| Accommodation for students with disabilities |  |  |  |  |
| Desirable program community |  |  |  |  |
| Desirable program location |  |  |  |  |
| Diverse faculty |  |  |  |  |
| Diverse student body |  |  |  |  |
| Dual degree offered (e.g. PA plus MPH) |  |  |  |  |
| Cost of application and interview process |  |  |  |  |
| Good faculty reputation |  |  |  |  |
| Good program reputation |  |  |  |  |
| HBCU program |  |  |  |  |
| High likelihood of admission |  |  |  |  |
| High PANCE pass rates |  |  |  |  |
| How long since program was established |  |  |  |  |
| Job placement rates |  |  |  |  |
| Lower tuition |  |  |  |  |
| Many opportunities to gain clinical experience (e.g., rotations) |  |  |  |  |
| Mentorship |  |  |  |  |
| Opportunities to participate in community service |  |  |  |  |
| Program accreditation status |  |  |  |  |
| Program is affiliated with or offering a doctoral degree such as the DMSc or DHSc |  |  |  |  |
| Program is part of a hospital or clinic system |  |  |  |  |
| Program mission consistent with personal values |  |  |  |  |
| Program offers scholarships and financial aid |  |  |  |  |
| Program structure |  |  |  |  |
| Proximity to home/current place of residence |  |  |  |  |
| Quality program facilities (e.g., labs and equipment) |  |  |  |  |
| Required few or no prerequisites beyond what I had already completed |  |  |  |  |
| Rigorous clinical curriculum |  |  |  |  |
| Small class size/student-faculty ratio |  |  |  |  |
| Time to degree |  |  |  |  |
| *Note: "n" represents the total number of students who responded to each item. "Considered (%)" represents the proportion of responding students who indicated that they considered each attribute. Mean and median importance are reported for those students who did consider each factor, and who reported the factor's importance on a scale from 1 = "Not important" to 4 = "Essential."* | | | | |
|  |  |  |  |  |
| **Influences of program experiences on decision to accept admissions offer at current program** | ***n*** | **Made student *not want* to attend (%)** | **No influence on decision (%)** |  |
| Conversations with current students |  |  |  |  |
| Conversations with program alumni |  |  |  |  |
| Conversations with program faculty and staff |  |  |  |  |
| Program admissions outreach/recruitment efforts |  |  |  |  |
| Program interview experience |  |  |  |  |
| *Note: Students who selected "Did not experience/Not applicable" were excluded.* | | | | |
|  |  |  |  |  |
| **Importance that program curriculum covers select topics** | ***n*** | **Mean** | **Median** |  |
| Burnout prevention/Provider wellbeing |  |  |  |  |
| Culturally appropriate care for diverse populations |  |  |  |  |
| Disease prevention/Health maintenance |  |  |  |  |
| Health equity/Social determinants of health |  |  |  |  |
| Implicit bias training |  |  |  |  |
| Leadership training |  |  |  |  |
| Nutrition |  |  |  |  |
| Oral health |  |  |  |  |
| Palliative/End of life care |  |  |  |  |
| Public health |  |  |  |  |
| Research principles (study design and biostatistics) |  |  |  |  |
| Role of community health and social service agencies |  |  |  |  |
| Social justice/Anti-racism training and curriculum |  |  |  |  |
| Substance use disorders |  |  |  |  |
| Telemedicine |  |  |  |  |
| *Note: 1 = "Not important" to 4 = "Essential"* | | | |  |

# 

# FUTURE PRACTICE PLANS

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Desirability of various practice environments** | ***n*** | **Mean** | **Median** |  |
| Rural |  |  |  |  |
| Suburban |  |  |  |  |
| Urban |  |  |  |  |
| Federal/State prison system |  |  |  |  |
| Military base(s) |  |  |  |  |
| Native American/American Indian Reservation |  |  |  |  |
| Practice outside the US |  |  |  |  |
| Substance Use Disorder (SUD) practice |  |  |  |  |
| Veterans Affairs (VA) facility |  |  |  |  |
| *Note: 1 = "Very undesirable" to 5 = "Very desirable"* |  |  |  |  |
|  |  |  |  |  |
| **Desirability of working with a medically underserved community** | ***n*** | **Mean** | **Median** |  |
| Working with a medically underserved community |  |  |  |  |
| *Note: 1 = "Very undesirable" to 5 = "Very desirable.” The following were listed as examples of MUCs: urban underserved, rural, prison, military and VA facilities, and Native American/American Indian reservations.* | | | | |
|  |  |  |  |  |
| **Desirability of various specialties** | ***n*** | **Undesirable (%)** | **Neither desirable nor undesirable (%)** | **Desirable (%)** |
| Behavioral and mental health care |  |  |  |  |
| Emergency medicine (not urgent care) |  |  |  |  |
| Family medicine |  |  |  |  |
| Geriatrics |  |  |  |  |
| Inpatient specialties (e.g., critical care, hospitalist) |  |  |  |  |
| Internal medicine |  |  |  |  |
| Internal medicine specialties |  |  |  |  |
| Obstetrics/Gynecology/Women's health |  |  |  |  |
| PA Education |  |  |  |  |
| Pediatrics |  |  |  |  |
| Surgical specialties |  |  |  |  |
| Urgent care |  |  |  |  |
| *Note: Students who selected "Do not know enough about it" were excluded. Examples of internal medicine specialties include cardiology, endocrinology, gastroenterology, infectious disease, nephrology, oncology/hematology, and rheumatology. Examples of surgical specialties include cardiovascular/cardiothoracic surgery, dermatology, neurosurgery, orthopedic surgery, plastic surgery, and urologic surgery.* | | | | |

# FINANCES

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Did you take additional credit-awarding courses outside of your degree requirements to satisfy prerequisite requirements for the programs to which you applied?** | ***n*** | **%** |  |  |
| Yes |  |  |  |  |
| No |  |  |  |  |
| **Total** | **0** | **0.0** |  |  |
|  |  |  |  |  |
| **Estimated total cost of additional semester credits to satisfy prerequisite requirements for the programs students applied to.** | ***n*** | **%** |  |  |
| No cost ($) |  |  |  |  |
| $1 to $999 |  |  |  |  |
| $1,000 to $1,999 |  |  |  |  |
| $2,000 to $2,999 |  |  |  |  |
| $3,000 to $3,999 |  |  |  |  |
| $4,000 to $4,999 |  |  |  |  |
| $5,000 to $5,999 |  |  |  |  |
| $6,000 to $ 6,999 |  |  |  |  |
| $7,000 or more |  |  |  |  |
| **Total** | **0** | **0.0** |  |  |
| *Note: Only students who reported taking additional semester credits to satisfy prerequisites were*  *asked to respond to this question. This table excludes students who selected "prefer not to answer."* | | | | |
|  |  |  |  |  |
| **Did students take any educational loans to pay for the graduate, professional phase of PA education?** | ***n*** | **%** |  |  |
| Yes |  |  |  |  |
| No |  |  |  |  |
| **Total** | **0** | **0.0** |  |  |
| *Note: Students who selected "I prefer not to answer" were excluded.* |  |  |  |  |