PAEA **RESEARCH**

Student Report 6

By the Numbers | Data from the 2022 Matriculating Student and End of Program Surveys

PAEA

Acknowledgements

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

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Student Report 6

DATA FROM THE 2022 MATRICULATING STUDENT AND END OF PROGRAM SURVEYS (MSS & EOPS)

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INTRODUCTION

PA EDUCATION ASSOCIATION

Founded in 1972, the PA Education Association (PAEA) represents all physician assistant (PA) education programs in the United States. At the end of 2022, PAEA represented 286 accredited PA programs. For more information about PAEA and our member products and services, visit **PAEAonline.org**.

METHODS

SURVEY INSTRUMENTS

This report compiles the results of two PAEA student surveys: the 2022 Matriculating Student Survey (MSS) and the 2022 End of Program Survey (EOPS). The goal of combining the results from these surveys is to give an overall picture of all PA student cohorts—from matriculants to graduates—in 2022.

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

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

This report is divided into three main areas:

1. Overlapping data between the MSS and EOPS

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

2. Data specific to the MSS

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

3. Data specific to the EOPS

- Section 10. EOPS: Experiences in PA School: Satisfaction with PA school, experiences in the didactic and clinical phases, and confidence in PA professional competencies
- Section 11. EOPS: Employment Plans: Post-graduate residencies and job applications, as well as information on accepted PA positions
- Section 12. EOPS: Negative Experiences in PA School: Mistreatment, discrimination, and harassment witnessed or experienced personally during PA school

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

SURVEY ADMINISTRATION

Human subjects review determined that the MSS and EOPS were exempt. Information regarding the MSS and the EOPS was emailed to program directors of accredited member programs at the beginning of each month in 2022. The email timing corresponded to the month that their programs admitted first-year students into class or graduated a class of students. At the time of administration, there were 279 PA programs eligible to participate in the MSS and 257 eligible to participate in the EOPS. Program directors were asked to forward a survey link to their students and encourage participation. In addition, program directors were asked to provide a head count of their first-year or graduating class to calculate program and national response rates. To achieve an adequate response rate, PAEA research staff sent reminder emails to non-responding programs. Programs that achieved a 60% response rate were entered into drawings for a $250 gift card and for a complimentary registration to the 2023 Education Forum.

Following the removal of duplicate cases, the MSS garnered 3,336 unique responses from 139 programs (49.8% of all eligible programs). Forty-nine programs (35.3% of all responding programs) achieved a 65% student response rate.

After the removal of duplicate cases, the EOPS received a total of 2,117 unique responses from 112 programs (43.6% of all eligible programs). Thirty-two (28.6% of all responding programs) achieved a 65% student response rate.

DATA CLEANING & ANALYSIS

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

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

LIMITATIONS

A common challenge of survey research is attaining a robust response rate. Every year, PAEA strives to collect data from as many students at as many PA programs as possible. Although these surveys continue to be the richest source of national PA student data available, it is noteworthy that not all PA students or programs are represented. These missing data may have an unquantifiable impact on the results because the characteristics of non-respondents are unknown. Programs can help boost the value of these data, which are critical to PA education research as well as program benchmarking, evaluation, and accreditation, by encouraging students to participate in PAEA surveys. Increasing the number of students and programs that provide data improves the representativeness and usefulness of the data and reports. Another critical limitation to generalizability is that these data were collected in 2022: it is unknown to what extent results are still reflective of PA students' experiences as the 2020 coronavirus (COVID-19) pandemic has forced PA programs to rapidly adapt on a situational basis.

SECTION 1. STUDENTS BY PROGRAM

CHARACTERISTICS

This section provides an overview of the responding students according to the characteristics of the PA programs they attended. "Represented Programs" refers to the programs attended by the responding students. "Eligible Programs" refers to all accredited member programs that were either matriculating (MSS) or graduating (EOPS) a cohort of students during the survey administration period. "All Programs" refers to all PA member programs accredited by the end of 2022 ($N = 284$).

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

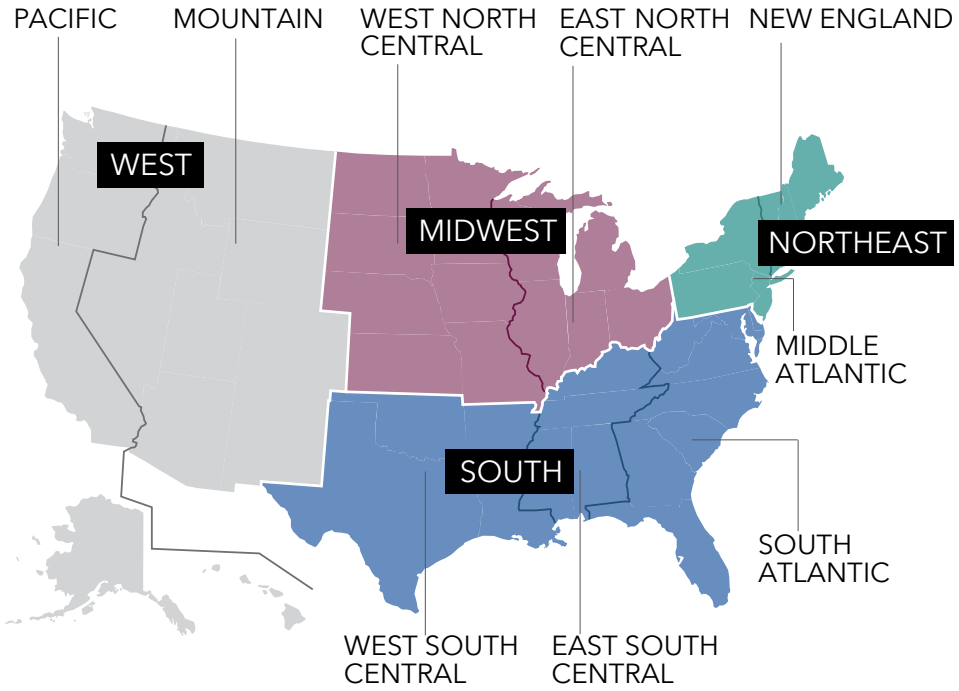
	Students		Represented Programs		Eligible Programs		All Programs	
	n	%	*n*	%	*n*	%	*n*	%
MSS								
Northeast Region								
New England Division	419	12.7	15	10.8	19	6.8	19	6.7
Middle Atlantic Division	633	19.2	29	20.9	59	21.1	59	20.8
Subtotal	1,052	31.8	44	31.7	78	28.0	78	27.5
Midwest Region								
East North Central Division	608	18.4	21	15.1	42	15.1	43	15.1
West North Central Division	355	10.7	16	11.5	22	7.9	22	7.7
Subtotal	963	29.2	37	26.6	64	22.9	65	22.9
South Region								
South Atlantic Division	599	18.1	22	15.8	55	19.7	58	20.4
East South Central Division	259	7.8	8	5.8	22	7.9	21	7.4
West South Central Division	163	4.9	12	8.6	22	7.9	22	7.7
Subtotal	1,021	30.9	42	30.2	99	35.5	101	35.6
West Region								
Mountain Division	122	3.7	8	5.8	16	5.7	16	5.6
Pacific Division	145	4.4	8	5.8	22	7.8	23	8.1
Subtotal	267	8.1	16	11.6	38	13.6	39	13.7
Puerto Rico and other Outlying Territories; non-US locations	0	0.0	0	0.0	0	0.0	1	0.4
Total	**3,303**	**100.0**	**139**	**100.0**	**279**	**100.0**	**284**	**100.0**

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

	Students		Represented Programs		Eligible Programs		All Programs	
	n	%	*n*	%	*n*	%	*n*	%
EOPS								
Northeast Region								
New England Division	271	12.8	12	10.7	19	7.4	19	6.7
Middle Atlantic Division	396	18.7	22	19.6	52	20.2	59	20.8
Subtotal	667	31.5	34	30.4	71	27.6	78	27.5
Midwest Region								
East North Central Division	379	17.9	17	15.2	39	15.2	43	15.1
West North Central Division	178	8.4	11	9.8	21	8.2	22	7.7
Subtotal	557	26.3	28	25.0	60	23.3	65	22.9
South Region								
South Atlantic Division	364	17.2	21	18.8	53	20.6	58	20.4
East South Central Division	151	7.1	8	9.0	19	7.4	21	7.4
West South Central Division	216	10.2	8	7.1	18	7.0	22	7.7
Subtotal	731	34.5	38	33.9	90	35.0	101	35.6
West Region								
Mountain Division	51	2.4	4	3.6	16	6.2	16	5.6
Pacific Division	111	5.2	8	7.1	20	7.8	23	8.1
Subtotal	162	7.7	12	10.7	36	14.0	39	13.7
Puerto Rico and other Outlying Territories; non-US locations	0	0.0	0	0.0	0	0.0	1	0.4
Total	**2,117**	**100.0**	**112**	**100.0**	**257**	**100.0**	**284**	**100.0**

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

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



REGION 1 NORTHEAST (78 PROGRAMS)

DIVISION 1 NEW ENGLAND
Connecticut (6)
Maine (1)
Massachusetts (8)
New Hampshire (2)
Rhode Island (2)
Vermont (0)

DIVISION 2 MIDDLE ATLANTIC
New Jersey (6)
New York (28)
Pennsylvania (25)

REGION 2 MIDWEST (65 PROGRAMS)

DIVISION 3 EAST NORTH CENTRAL
Illinois (7)
Indiana (8)
Michigan (9)
Ohio (14)
Wisconsin (5)

DIVISION 4 WEST NORTH CENTRAL
Iowa (5)
Kansas (2)
Minnesota (5)
Missouri (4)
Nebraska (4)
North Dakota (1)
South Dakota (1)

REGION 3 SOUTH (101 PROGRAMS)

DIVISION 5 SOUTH ATLANTIC
Delaware (0)
District of Columbia (1)
Florida (17)
Georgia (6)
Maryland (4)
North Carolina (11)
South Carolina (6)
Virginia (8)
West Virginia (5)

DIVISION 6 EAST SOUTH CENTRAL
Alabama (4)
Kentucky (4)
Mississippi (2)
Tennessee (11)

DIVISION 7 WEST SOUTH CENTRAL
Arkansas (2)
Louisiana (4)
Oklahoma (5)
Texas (11)

REGION 4 WEST (39 PROGRAMS)

DIVISION 8 MOUNTAIN
Arizona (3)
Colorado (4)
Idaho (1)
Montana (1)
Nevada (2)
New Mexico (2)
Utah (3)
Wyoming (0)

DIVISION 9 PACIFIC
Alaska (0)
California (18)
Hawaii (0)
Oregon (3)
Washington (2)

PUERTO RICO AND THE OUTLYING AREAS (1 PROGRAM)

Puerto Rico (1)

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

	Represented Programs		Eligible Programs	
	n	**%**	***n***	**%**
MSS				
Public	44	32.4	81	30.3
Private				
For-profit	4	2.9	13	4.9
Non-profit	87	64.0	165	61.8
Subtotal	91	66.9	178	66.7
Public/private hybrid	1	0.7	6	2.2
Military	0	0.0	2	0.7
Total	**136**	**100.0**	**267**	**100.0**
EOPS				
Public	34	30.4	74	29.5
Private				
For-profit	3	2.7	12	4.8
Non-profit	73	65.2	157	62.5
Subtotal	76	67.9	169	67.3
Public/private hybrid	1	0.9	6	2.4
Military	1	0.9	2	0.8
Total	**112**	**100.0**	**251**	**100.0**

Note: "Private" includes both for-profit and non-profit private programs.

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

	Represented Programs		Eligible Programs	
Academic Health Center (AHC) status	***n***	**%**	***n***	**%**
MSS				
Non-AHC	97	69.8	198	71.0
AHC	37	26.6	68	24.4
AHC Unknown	5	3.6	13	4.7
Total	**139**	**100.0**	**279**	**100.0**
EOPS				
Non-AHC	83	74.1	188	73.2
AHC	29	25.9	67	26.1
AHC Unknown	0	0	2	0.8
Total	**112**	**100.0**	**257**	**100.0**

TABLE 4. DISTRIBUTION OF STUDENTS AND PROGRAMS BY ACADEMIC HOUSING

	Represented Programs		Eligible Programs	
Academic Housing	***n***	**%**	***n***	**%**
MSS				
College of Arts and Science	1	0.7	3	1.1
College of Graduate and Professional Studies	8	5.8	11	3.9
College/School of Medicine	14	10.1	42	15.1
Department of PA Studies/ PA Program	30	21.6	59	21.1
School of Allied Health/Health Professions/Health Sciences	68	48.9	129	46.2
Science Department	2	1.4	2	0.7
Other health discipline (e.g., Nursing, Pharmacy, Podiatry, etc.)	2	1.4	2	0.7
Other	8	5.8	17	3.1
Unknown	6	4.3	14	5.0
Total	**139**	**100.0**	**279**	**100.0**
EOPS				
College of Arts and Science	3	2.7	3	1.2
College of Graduate and Professional Studies	6	5.4	10	3.9
College/School of Medicine	13	11.6	41	16.0
Department of PA Studies/ PA Program	24	21.4	55	21.4
School of Allied Health/Health Professions/Health Sciences	56	50.0	126	49.0
Science Department	2	1.8	2	0.8
Other health discipline (e.g., Nursing, Pharmacy, Podiatry, etc.)	1	0.9	1	0.4
Other	6	5.4	16	6.2
Unknown	1	0.9	3	1.2
Total	**112**	**100.0**	**279**	**100.0**

TABLE 5. DISTRIBUTION OF STUDENTS AND PROGRAMS BY MINORITY-SERVING INSTITUTION (MSI) STATUS

	Represented Programs		Eligible Programs	
	n	**%**	***n***	**%**
MSS				
Asian American- and Pacific Islander-serving Institution	1	0.7	1	0.4
Hispanic-serving Institution	2	1.4	12	4.3
Historically Black College/University	2	1.4	4	1.4
Both Hispanic-serving Institution & Historically Black College/University	1	0.7	1	0.4
Other	6	4.2	9	3.2
Unknown	20	14.1	54	19.4
Non-MSI	107	75.3	198	71.0
Total	**142**	**100.0**	**279**	**100.0**
EOPS				
Asian American and Pacific Islander Serving Institution	1	0.9	1	0.4
Hispanic-serving Institution	2	1.8	11	4.3
Historically Black College/University	1	0.9	2	0.8
Both Hispanic-serving Institution & Historically Black College/University	0	0.0	1	0.4
Other	3	2.7	9	3.5
Unknown	20	17.9	45	17.5
Non-MSI	85	75.9	188	73.2
Total	**113**	**100.0**	**257**	**100.0**

TABLE 6. DISTRIBUTION OF STUDENTS BY TYPE OF CAMPUS

	Students	
	n	**%**
MSS		
Not enrolled in satellite/distance campus	3,094	93.0
Enrolled in satellite/distance campus	234	7.0
Total	**3,328**	**100.0**
EOPS		
Not enrolled in satellite/distance campus	2,007	94.8
Enrolled in satellite/distance campus	110	5.2
Total	**2,117**	**100.0**

SECTION 2. STUDENT DEMOGRAPHICS

GENDER

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

TABLE 7. CURRENT GENDER IDENTITY

	MSS		EOPS	
	n	**%**	***n***	**%**
Female	2,625	79.0	1,650	78.6
Male	690	20.8	445	21.2
Something else (e.g. gender fluid, non-binary)	6	0.2	5	0.2
Total	**3,321**	**100.0**	**2,100**	**100.0**

TABLE 8. SEX ASSIGNED AT BIRTH

	MSS		EOPS	
	n	**%**	***n***	**%**
Female	2,634	79.3	1,656	78.8
Male	687	20.7	446	21.2
Total	**3,321**	**100.0**	**2,102**	**100.0**

TABLE 9. SEXUAL ORIENTATION

	MSS		EOPS	
	n	**%**	***n***	**%**
Straight or heterosexual	3,016	92.3	1,911	92.7
Bisexual	142	4.3	86	4.2
Gay or lesbian or homosexual	86	2.7	57	2.8
Other	22	0.7	8	0.4
Total	**3,266**	**100.0**	**2,062**	**100.0**

TABLE 10. AGE AT MATRICULATION

	n	**Min**	**Max**	***M***	***SD***
Age	3,319	18.0	58.0	25.2	4.4

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

TABLE 11. AGE AT GRADUATION

	n	**Min**	**Max**	***M***	***SD***
Age	2,105	22.0	69.0	27.5	4.6

End of Program (EOP) students were asked to report their age at graduation.

RACE & ETHNICITY

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

Table 14 presents students’ reports of both their race and ethnicity. In the “Not Hispanic” and “Hispanic” rows, percentages (%) indicate the proportion of students reporting that race who fell into each category. In the “Subtotal” rows, percentages (%) indicate the proportion of all responding students who reported both their race and ethnicity. Subtotals will not sum to the total because students could select more than one race category. “Prefer not to answer” and “Other” responses for either race or ethnicity were excluded from this table.

TABLE 12. RACE

	MSS		EOPS	
	n	**%**	***n***	**%**
American Indian or Alaskan Native				
Single race	13	27.1	6	21.4
In combination with other race	35	72.9	22	78.6
Subtotal	48	1.4	28	1.3
Asian				
Single race	334	79.0	178	84.4
In combination with other race	89	21.0	33	15.6
Subtotal	423	12.8	211	10.2
Black or African American				
Single race	131	76.2	52	71.2
In combination with other race	41	23.8	21	28.8
Subtotal	172	5.2	73	3.5
Native Hawaiian or other Pacific Islander				
Single race	2	16.7	0	0.0
In combination with other race	10	83.3	4	100.0
Subtotal	12	0.4	4	0.2
White				
Single race	2,556	94.5	1,703	96.2
In combination with other race	148	5.5	67	3.8
Subtotal	2,704	81.5	1,770	85.2
Total	**3,316**	**-**	**2,077**	**-**

4.8% of matriculating students (MSS) and 3.4% of graduating students (EOPS) reported multiple races

TABLE 13. ETHNICITY

	MSS		EOPS	
	n	**%**	***n***	**%**
Hispanic, Latino, or Spanish in origin	334	10.2	188	9.0
Not Hispanic, Latino, or Spanish in origin	2,952	89.8	1,890	91.0
Total	**3,286**	**100.0**	**2,078**	**100.0**

TABLE 14. RACE AND ETHNICITY

	MSS		EOPS	
	n	**%**	***n***	**%**
American Indian or Alaskan Native				
Not Hispanic, Latino, or Spanish in origin	35	72.9	20	71.4
Hispanic, Latino, or Spanish in origin	13	27.1	8	28.6
Subtotal	48	1.5	28	1.3
Asian				
Not Hispanic, Latino, or Spanish in origin	405	96.9	203	97.6
Hispanic, Latino, or Spanish in origin	13	3.1	5	2.4
Subtotal	418	12.7	208	10.0
Black or African American				
Not Hispanic, Latino, or Spanish in origin	152	88.4	63	86.3
Hispanic, Latino, or Spanish in origin	20	11.6	10	13.7
Subtotal	172	5.2	73	3.5
Native Hawaiian or other Pacific Islander				
Not Hispanic, Latino, or Spanish in origin	11	91.7	4	100.0
Hispanic, Latino, or Spanish in origin	1	8.3	0	0.0
Subtotal	12	0.4	4	0.2
White				
Not Hispanic, Latino, or Spanish in origin	2,451	91.0	1,626	92.3
Hispanic, Latino, or Spanish in origin	243	9.0	135	7.7
Subtotal	2,694	82.0	1,761	84.7
Total	**3,286**	**-**	**2,078**	**-**

TABLE 15. MIDDLE EASTERN ORIGIN

	MSS		EOPS	
	n	**%**	***n***	**%**
Middle Eastern or Arabic in origin	114	3.5	90	4.3
Not Middle Eastern or Arabic in origin	3,174	96.5	1,995	95.7
Total	**3,288**	**100.0**	**2,085**	**100.0**

UNDERREPRESENTED STATUS

Underrepresented minority (URM) status is defined and reported in two different ways. In Table 16, URMs included those who identified as Hispanic, a single non-White race, or a non-White race in combination with White race. URMs are contrasted against non-Hispanic, single-race White respondents. Table 17 narrows the URM definition to "underrepresented (UR) in medicine," **defined by the AAMC** as "those racial and ethnic populations that are underrepresented in the medical profession relative to their numbers in the general population."

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

TABLE 16. UNDERREPRESENTED MINORITY STATUS

	MSS		EOPS	
	n	**%**	***n***	**%**
Non-URM	2,371	72.6	1,609	77.4
URM	915	27.4	469	22.6
Total	**3,286**	**100.0**	**2,078**	**100.0**

TABLE 17. UNDERREPRESENTED MINORITY IN MEDICINE STATUS

	MSS		EOPS	
	n	**%**	***n***	**%**
Non-URM in medicine	2,445	74.8	1,634	78.6
URM in medicine	841	25.2	444	21.4
Total	**3,286**	**100.0**	**2,078**	**100.0**

FAMILY COMPOSITION

TABLE 18. CIVIL STATUS

	MSS		EOPS	
	n	**%**	***n***	**%**
Single (includes engaged)	2,637	80.0	1,551	74.4
Partnered	644	20.0	534	25.6
Total	**3,281**	**100.0**	**2,085**	**100.0**

TABLE 19. NUMBER OF LEGAL DEPENDENTS

	MSS		EOPS	
Number of legal dependents	***n***	**%**	***n***	**%**
0	508	64.1	376	66.8
1	115	14.5	82	14.6
2	96	12.1	52	9.2
3	50	6.3	36	6.4
4	20	2.5	9	1.6
5	4	0.5	5	0.9
6	0	0.0	2	0.4
7	0	0.0	0	0.0
8	0	0.0	0	0.0
9	0	0.0	0	0.0
10	0	0.0	1	0.2
Total	**793**	**100.0**	**563**	**100.0**

TABLE 20. NUMBER OF LEGAL DEPENDENTS

	n	**Max**	***M***	***SD***
MSS	285	5.0	2.0	1.0
EOPS	187	10.0	2.0	1.3

Note: Table 20 summarizes the number of dependents for respondents who indicated they had at least one legal dependent

8.6% of matriculating students (MSS) and 8.8% of graduating students (EOP) reported having legal dependents. The mean number of legal dependents for MSS = 2.0 and EOP = 2.0.

GEOGRAPHIC ORIGINS

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

TABLE 21: GEOGRAPHIC ORIGIN

	MSS		EOPS	
	n	**%**	***n***	**%**
MSS				
Northeast Region				
New England Division	269	8.7	191	9.6
Middle Atlantic Division	559	18.1	344	17.3
Subtotal	828	26.8	535	26.9
Midwest Region				
East North Central Division	644	20.9	376	18.9
West North Central Division	334	10.8	224	11.2
Subtotal	978	31.7	600	30.1
South Region				
South Atlantic Division	492	16.0	303	15.2
East South Central Division	124	4.0	67	3.4
West South Central Division	186	6.0	189	9.5
Subtotal	802	26.0	559	28.1
West Region				
Mountain Division	205	6.7	102	5.1
Pacific Division	265	8.6	197	9.9
Subtotal	470	15.3	299	15.0
Puerto Rico and other Outlying Territories; non-US locations	2	0.1	1	0.1
Total	**3,080**	**100.0**	**1,994**	**100.0**

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

48.4% of matriculating students (MSS) and 45.3% of graduating students (EOPS) reported attending PA school outside of their home state

TABLE 22. MAJORITY OF LIFE SPENT IN VARIOUS ENVIRONMENTS (%)

	MSS		EOPS	
	n	**%**	***n***	**%**
Isolated Rural (population <2,500)	251	8.0	141	7.1
Small Town (population 2,500 to 9,999)	705	22.6	421	21.1
Large Town (population 10,000 to 49,999)	939	30.1	595	29.8
Mid-Size City (population 50,000 to 99,999)	566	18.1	378	18.9
Large City (population 100,000 to 1,000,000)	487	15.6	340	17.0
Urban (1,000,000 population)	176	5.6	120	6.0
Total	**3,124**	**100.0**	**1,995**	**100.0**

EDUCATION

TABLE 23: PARENTS' HIGHEST LEVEL OF EDUCATION (MSS)

	n	**%**
Grade school (did not enter high school)	52	1.6
Some high school	69	2.1
High school diploma/GED	382	11.7
Some college	240	7.3
Associate degree	265	8.1
Bachelor's degree	1,115	34.1
Master's degree	822	25.1
Academic doctorate (e.g., PhD, EdD)	77	2.4
Professional doctorate (e.g., MD, DO, PharmD, JD)	245	7.5
Other, please specify:	6	0.2
Total	**3,273**	**100.0**

SUBJECTIVE SOCIAL STATUS

The McArthur Scale of Subjective Social Status, also known as the MacArthur ladder or subjective social status scale, is a tool used to measure an individual's perception of their social standing relative to others in their society.

The scale typically consists of a ladder or staircase with 10 rungs or steps. Respondents are asked to place themselves on the ladder based on where they believe they stand in society in relation to others, with the highest rung, equating to 10, representing the highest social status and the lowest rung, equating to 1, representing the lowest social status.

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

TABLE 24: SUBJECTIVE SOCIAL STATUS OF FAMILY DURING CHILDHOOD

	n	*M*	*SD*	*Mdn*
MSS	3,278	5.8	1.8	6.0
EOPS	2,089	5.8	1.8	6.0

TABLE 25: SUBJECTIVE SOCIAL STATUS OF SELF IN THE PRESENT

	n	*M*	*SD*	*Mdn*
MSS	3,276	5.7	1.6	6.0
EOPS	2,088	6.1	1.6	6.0

SECTION 3. HEALTH & WELL-BEING

WELL-BEING

The following questions were adapted from the AAMC's Matriculating Student Questionnaire and allow comparison of PA student health and well-being with that of medical students (**MSQ**).

TABLE 26: HEALTH & WELL-BEING

	MSS				EOPS			
In the past 30 days, rate…	*n*	*M*	*SD*	*Mdn*	*n*	*M*	*SD*	*Mdn*
Financial concerns	3,001	6.9	2.7	7.0	2,063	6.4	2.8	7.0
Level of fatigue	3,004	6.4	2.4	7.0	2,063	6.5	2.3	7.0
Level of satisfaction with social support from friends and family	3,005	9.3	1.8	10.0	2,062	8.1	1.8	8.0

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

TABLE 27: OVERALL WELL-BEING

	MSS				EOPS			
	n	***M***	***SD***	***Mdn***	***n***	***M***	***SD***	***Mdn***
Overall quality of life	3,008	7.5	1.7	8.0	2,065	7.5	1.7	8.0
Overall mental well-being	3,009	7.1	1.9	7.0	2,062	6.9	2.0	7.0
Overall physical well-being	3,004	7.2	1.8	7.0	2,065	7.1	1.9	7.0
Overall emotional well-being	3,002	7.0	1.9	7.0	2,064	6.9	2.0	7.0
Level of social activity	3,000	6.7	2.3	7.0	2,060	6.7	2.3	7.0
Spiritual well-being	2,995	7.1	2.1	7.0	2,058	7.0	2.1	7.0

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

STRESS

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

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

TABLE 28: STRESS

	MSS				EOPS			
In the last month…	***n***	***M***	***SD***	***Mdn***	***n***	***M***	***SD***	***Mdn***
Felt unable to control the important things in their life	3,008	2.6	1.0	3.0	2,065	1.8	1.0	2.0
Felt confident about their ability to handle their personal problems	3,004	3.8	0.9	4.0	2,065	2.8	0.7	3.0
Felt that things were going their way	3,001	3.7	0.8	4.0	2,061	2.6	0.8	3.0
Felt difficulties were piling up so high that they could not overcome them	3,001	2.5	1.0	2.0	2,065	1.6	1.0	2.0

FIGURE 2: STRESS

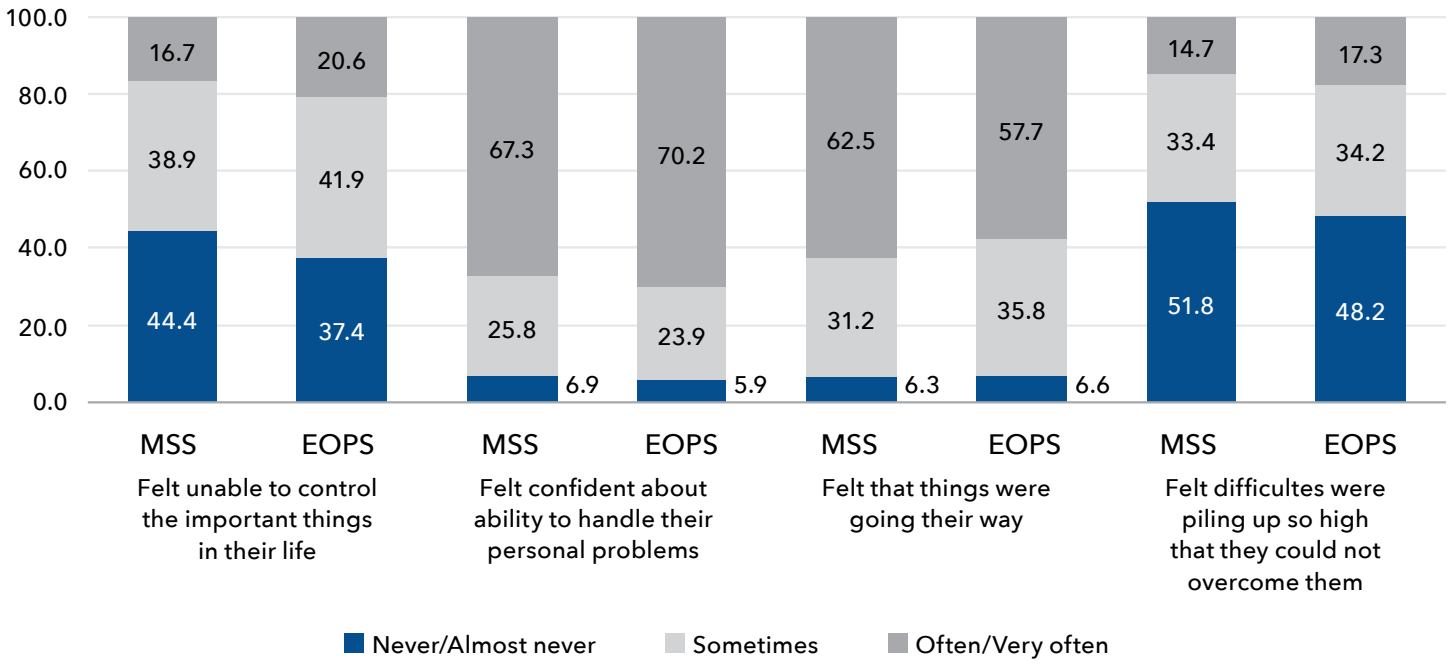


TABLE 29: COVID-19 OBSTACLES

	MSS		EOPS	
	n	**%**	***n***	**%**
Concerned about not being able to pay rent or mortgage	507	15.2	384	18.1
Difficulty securing loans	321	9.6	36	1.7
Facilitating children's virtual learning	25	0.7	17	0.8
Food insecurity	105	3.1	46	2.2
Inadequate internet connection	121	3.6	51	2.4
Inadequate technology (e.g., lack of laptop)	41	1.2	17	0.8
Lack of adequate support from PA program	33	1.0	172	8.1
Lack of conducive workspace and/or study space	262	7.9	174	8.2
Personally becoming infected with COVID-19	140	4.2	101	4.8
Social isolation	492	14.7	170	8.0
Taking care of dependent adult	38	1.1	37	1.7
Taking care of dependent children	179	5.4	115	5.4
Taking care of family member diagnosed with COVID-19	37	1.1	19	0.9
Unanticipated financial challenges (e.g., partner being furloughed)	340	10.2	203	9.6
Other	165	5.0	63	3.0
Total	**1,463**	**--**	**803**	**--**

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

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

SECTION 4. FUTURE PRACTICE

TABLE 30: IMPORTANCE OF CONSIDERATIONS FOR CAREER PATH AFTER PA SCHOOL

	n	*M*	*SD*	*Mdn*
Ability to pay off debt	1,965	3.4	0.8	4.0
Availability of jobs	1,963	3.2	0.7	3.0
Flexible working schedule	1,963	3.0	0.8	3.0
High income potential	1,965	2.9	0.8	3.0
High level of autonomy	1,964	2.8	0.7	3.0
Leadership potential	1,964	2.5	0.8	2.0
Social recognition or status	1,964	1.9	0.9	2.0
Stable, secure future	1,966	3.5	0.6	4.0
Collaborating physician relationship	1,964	3.4	0.6	4.0
Work/life balance	1,966	3.6	0.6	4.0
Working for social change	1,964	2.5	0.8	2.0
Geographical location	1,964	3.1	0.8	3.0
Medical specialty	1,961	3.0	0.8	3.0
Setting (inpatient/outpatient)	1,963	2.9	0.8	3.0
Setting (rural/urban)	1,966	2.5	0.8	2.0

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

TABLE 31: EXPECTED SALARY FOR FULL-TIME POSITION AS A PA

	MSS			EOPS		
	n	**%**	**% (Cum.)**	***n***	**%**	**% (Cum.)**
$49,999 or less	1	0.0	0.0	0	0.0	0.0
$50,000 to $59,999	5	0.2	0.2	3	0.2	0.2
$60,000 to $69,999	21	0.7	0.9	2	0.2	0.4
$70,000 to $79,999	66	2.2	3.0	8	0.6	1.1
$80,000 to $89,999	315	10.3	13.3	47	3.8	4.8
$90,000 to $99,999	730	23.8	37.1	322	26.0	30.9
$100,000 to $109,999	1,120	36.5	73.6	511	41.3	72.1
$110,000 to $119,999	467	15.2	88.8	221	17.9	90.0
$120,000 to $129,999	215	7.0	95.9	84	6.8	96.8
$130,000 to $139,999	70	2.3	98.1	19	1.5	98.3
$140,000 to $149,999	27	0.9	99.0	10	0.8	99.1
$150,000 to $159,999	16	0.5	99.5	9	0.7	99.8
$160,000 or more	14	0.5	100.0	2	0.2	100.0
Total	**3,067**	**100.0**	**--**	**1,238**	**100.0**	**--**

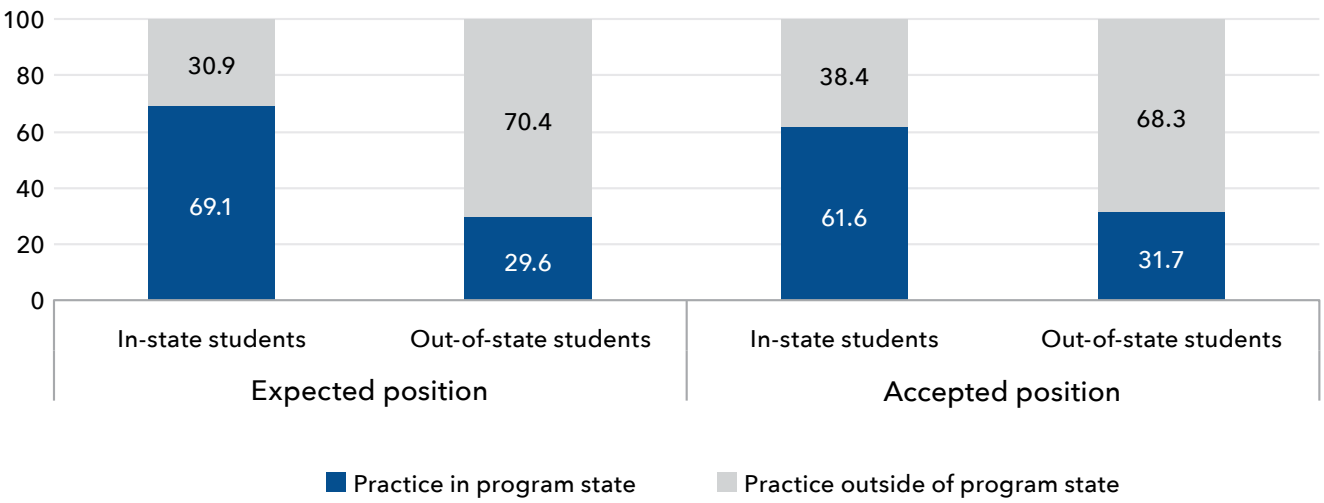
Note: "% (Cum.)" refers to the cumulative percentage of respondents. Graduating students (EOPS) who indicated that they had already accepted a job offer or that they did not plan to apply for a job as a PA were not asked to respond to this question.

Respondents were asked to indicate whether each of 12 specialties was desirable to them. Table 32 shows the proportion of respondents indicating various levels of desirability for each specialty.

TABLE 32: DESIRABILITY OF SPECIALTIES (%)

		MSS			
	n	**Undesirable**	**Neither Undesirable nor Desirable**	**Desirable**	**Do Not Know Enough**
Behavioral/Mental health	3,052	26.7	36.2	29.7	7.4
Emergency medicine (not urgent care)	3,044	14.7	21.2	58.7	5.4
Family medicine	3,057	11.1	26.2	59.3	3.4
Geriatrics	3,051	40.8	34.3	20.6	4.3
Inpatient specialties	3,048	12.1	24.8	53.8	9.3
Internal medicine	3,053	8.5	30.4	53.2	7.9
Internal medicine specialties	3,051	4.3	17.2	71.0	7.5
Obstetrics/Gynecology/Women's health	3,053	19.0	24.3	51.6	5.0
Pediatrics	3,053	20.3	24.0	51.9	3.8
Primary care	3,057	10.5	23.2	64.2	2.1
Surgical specialties	3,054	8.9	14.8	67.2	9.0
Urgent care	3,047	19.8	29.9	45.9	4.4
		EOPS			
	n	**Undesirable**	**Neither Undesirable nor Desirable**	**Desirable**	**Do Not Know Enough**
Behavioral/Mental health	1,956	47.0	31.4	21.4	0.2
Emergency medicine (not urgent care)	1,956	20.3	20.8	58.4	0.6
Family medicine	1,956	25.1	27.6	47.3	0.1
Geriatrics	1,954	48.1	35.2	15.7	1.1
Inpatient specialties	1,950	28.8	22.8	47.1	1.3
Internal medicine	1,955	24.8	29.4	45.6	0.3
Internal medicine specialties	1,955	16.2	29.0	54.2	0.7
Obstetrics/Gynecology/Women's health	1,954	36.4	26.9	36.2	0.4
Pediatrics	1,958	38.0	26.7	35.0	0.3
Primary care	1,958	23.7	26.0	50.1	0.2
Surgical specialties	1,957	29.1	16.5	53.6	0.9
Urgent care	1,955	23.6	30.6	45.5	0.7

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



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

TABLE 33: DESIRABILITY OF PRACTICE ENVIRONMENTS

	MSS				EOPS			
	n	***M***	***SD***	***Mdn***	***n***	***M***	***SD***	***Mdn***
Federal/State prison system	3,023	2.2	1.0	2.0	1,952	2.1	0.9	2.0
Military base(s)	3,031	2.6	1.1	3.0	1,948	2.4	1.0	2.0
Native American/American Indian Reservation	3,027	2.9	1.0	3.0	1,949	2.7	0.9	3.0
Practice outside the US	3,026	2.9	1.2	3.0	1,946	2.5	1.1	2.0
Rural	3,049	3.3	1.1	3.0	1,941	3.1	1.0	3.0
Substance use disorder (SUD) practice	3,031	2.9	1.0	3.0	1,951	2.5	1.0	2.0
Suburban	3,040	4.0	0.8	4.0	1,951	3.7	0.8	4.0
Urban	3,045	3.7	1.0	4.0	1,935	3.6	0.8	4.0
Urban underserved	3,027	3.7	1.0	4.0	1,932	3.3	0.9	3.0
Veterans Affairs (VA) facility	3,029	3.0	1.0	3.0	1,949	2.7	0.9	3.0

Note: 1 = "Very undesirable" to 5 = "Very desirable"

TABLE 34: DESIRABILITY OF WORKING IN A MEDICALLY UNDERSERVED AREA (MUA) AFTER GRADUATION

	n	*M*	*SD*	*Mdn*
MSS	3,065	3.7	1.1	4.0
EOPS	1,957	3.5	0.9	4.0

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

TABLE 35: DESIRABILITY OF PURSUING CAREER AS PA EDUCATOR

	n	*M*	*SD*	*Mdn*
EOPS	1,959	3.4	1.0	3.0

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

SECTION 5. FINANCIAL INFORMATION

TABLE 36: HOUSEHOLD INCOME

	n	%	% (Cum.)
Less than $25,000	694	33.9	33.9
$25,000 to $49,999	509	24.9	58.8
$50,000 to $74,999	338	16.5	75.4
$75,000 to $99,999	172	8.4	83.8
$100,000 to $124,999	134	6.6	90.3
$125,000 to $149,999	69	3.4	93.7
$150,000 to $174,999	54	2.6	96.3
$175,000 to $199,999	33	1.6	97.9
$200,000 to $249,999	29	1.4	97.9
$250,000 to $299,999	13	0.6	100.0
Total	**2,045**	**100.0**	**--**

This question was only asked of matriculating students (MSS). "% (Cum.)" refers to the cumulative percentage of respondents.

FINANCING PRE-PA EDUCATION

Respondents were asked whether they had outstanding education loans, excluding interest, from their pre-PA educations (i.e., undergraduate and/or non-PA graduate training) prior to entering their graduate PA programs. 45.0% of 3,124 MSS respondents and 47.4% of 1,964 EOPS respondents said "Yes" they had outstanding pre-PA educational loans. Those who said "Yes" were then asked to report the amount owed on their outstanding loans by providing exact dollar amounts or by selecting the appropriate range. All tables reporting the distribution of ranges include reports of exact dollar amounts when available, which were first recoded to the correct range. Zeroes and clear outliers were removed prior to analysis.

TABLE 37: AMOUNT OF OUTSTANDING PRE-PA EDUCATIONAL LOANS (RANGES)

	MSS			EOPS		
	n	**%**	**% (Cum.)**	***n***	**%**	**% (Cum.)**
$1 to $24,999	603	43.7	43.7	304	34.0	34.0
$25,000 to $49,999	449	32.5	76.2	287	32.1	66.1
$50,000 to $74,999	147	10.7	86.9	135	15.1	81.2
$75,000 to $99,999	92	6.7	93.6	71	7.9	89.1
$100,000 to $124,999	46	3.3	96.9	42	4.7	93.8
$125,000 to $149,999	15	1.1	98.0	17	1.9	95.7
$150,000 to $174,999	6	0.4	98.4	16	1.8	97.5
$175,000 to $199,999	12	0.9	99.3	9	1.0	98.5
$200,000 to $224,999	4	0.3	99.6	5	0.5	99.0
$225,000 or more	6	0.4	100.0	9	1.0	100.0
Total	**1,380**	**100.0**	**--**	**895**	**100.0**	**--**

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

TABLE 38: SOURCES OF FINANCING FOR PRE-PA EDUCATION COSTS

	n	%
Employer support (e.g., tuition reimbursement)	154	5.1
Loans	1,437	47.2
Military benefits (e.g., GI Bill/VA tuition assistance)	115	3.8
Money earned by spouse/partner	85	2.8
Other family support (excludes money from spouse/partner)	1,679	55.2
Personal income and savings	1,503	49.4
Scholarships or awards from external sources	1,072	35.2
Scholarships or awards from your college/university	1,684	55.3
Work study program	350	11.5
Other	84	2.8
Total	**3,044**	**--**

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

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

FINANCING GRADUATE PA EDUCATION

Respondents were asked whether they had received grants, scholarships, and/or stipends, excluding loans, for their graduate PA education. 16.1% of 3,049 MSS respondents and 34.4% of 1,917 EOPS respondents said "Yes" they received grants, scholarships, and/or stipends for their graduate PA education. Those who said "Yes" were then asked to report the amount still owed on their outstanding loans by providing exact dollar amounts or by selecting the appropriate range. All tables reporting the distribution of ranges include reports of exact dollar amounts when available, which were first recoded to the correct range. Zeroes and clear outliers were removed prior to analysis.

TABLE 39: AMOUNT OF GRANTS, SCHOLARSHIPS, OR STIPENDS (RANGES)

	MSS			EOPS		
	n	**%**	**% (Cum.)**	***n***	**%**	**% (Cum.)**
$1 to $4,999	166	37.2	37.2	289	46.9	46.9
$5,000 to $9,999	75	16.8	54.0	104	16.9	63.8
$10,000 to $14,999	52	11.7	65.7	54	8.8	72.6
$15,000 to $19,999	22	4.9	70.6	31	5.0	77.6
$20,000 to $24,999	39	8.7	79.3	28	4.5	82.1
$25,000 to $29,999	8	1.8	81.1	11	1.8	83.9
$30,000 to $49,999	26	5.8	87.0	27	4.4	88.3
$50,000 to $74,999	19	4.3	91.2	23	3.7	92.0
$75,000 to $99,999	17	3.8	95.0	13	2.1	94.2
$100,000 or more	22	4.9	100.0	36	5.8	100.0
Total	**446**	**100.0**	**--**	**616**	**100.0**	**--**

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

Respondents were asked whether they had taken out any education loans to finance their graduate PA education. 78.4% of 2,964 MSS respondents and 83.0% of 1,910 EOPS respondents said "Yes" they took out educational loans to pay for their graduate PA education. Those who said "Yes" were then asked to report the amount still owed on their outstanding loans by providing exact dollar amounts or by selecting the appropriate range. All tables reporting the distribution of ranges include reports of exact dollar amounts when available, which were first recoded to the correct range. Zeroes and clear outliers were removed prior to analysis.

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

	MSS			EOPS		
	n	**%**	**% (Cum.)**	***n***	**%**	**% (Cum.)**
$1 to $24,999	96	4.3	4.3	48	3.1	3.1
$25,000 to $49,999	201	9.0	13.3	142	9.3	12.4
$50,000 to $74,999	317	14.2	27.6	175	11.4	23.8
$75,000 to $99,999	446	20.0	47.6	246	16.1	39.9
$100,000 to $124,999	556	25.0	72.6	343	22.4	62.3
$125,000 to $149,999	297	13.3	85.9	244	15.9	78.2
$150,000 to $174,999	190	8.5	94.4	178	11.6	89.9
$175,000 to $199,999	80	3.6	98.0	101	6.6	96.5
$200,000 to $224,999	37	1.7	99.7	46	3.0	99.5
$225,000 or more	7	0.3	100.0	8	0.5	100.0
Total	**2,227**	**100.0**	**--**	**1,531**	**100.0**	**--**

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

TABLE 41: SOURCES OF FINANCING FOR GRADUATE PA EDUCATION COSTS

	n	%
Employer support (e.g., tuition reimbursement)	125	4.1
Loans	2,558	83.8
Military benefits (e.g., GI Bill/VA tuition assistance)	93	3.0
Money earned by spouse/partner	368	12.1
Other family support (excludes money from spouse/partner)	893	29.3
Personal income and savings	1,470	48.2
Scholarships or awards from external sources	473	15.5
Scholarships or awards from your college/university	382	12.5
Work study program	15	0.5
Other, please specify	22	0.7
Total	**3,051**	**100.0**

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

TABLE 42: ANTICIPATED TOTAL DEBT FROM ATTENDING PA SCHOOL

	n	%	% (Cum.)
$1 to $24,999	54	3.3	3.35
$25,000 to $49,999	105	6.5	9.85
$50,000 to $74,999	157	9.7	19.58
$75,000 to $99,999	212	13.1	32.71
$100,000 to $124,999	300	18.6	51.30
$125,000 to $149,999	256	15.9	67.16
$150,000 to $174,999	220	13.6	80.79
$175,000 to $199,999	155	9.6	90.40
$200,000 to $224,999	102	6.3	96.72
$225,000 or more	53	3.3	100.00
Total	**1,614**	**100.0**	**--**

Note: Total debt excludes personal debt. "% (Cum.)" refers to the cumulative percentage of respondents. Asked of graduating students only (EOPS)

SERVICE INDEBTEDNESS & LOAN FORGIVENESS PROGRAMS

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

TABLE 43: SERVICE INDEBTEDNESS/LOAN FORGIVENESS PROGRAM

	Plan to participate			
	MSS		EOPS	
	n	%	*n*	%
Armed Services (e.g., military service)	143	6.6	17	0.9
Department of Education's Public-Service Loan Forgiveness (PSLF)	1,049	46.6	58	3.0
Employer-based program (e.g., hospital-based loan repayment)	1,444	63.4	31	1.6
Indian Health Service Corps (IHSC)	126	5.8	6	0.3
National Health Service Corps (NHSC)	628	28.4	40	2.1
State loan forgiveness program	1,172	52.7	42	2.2
Veterans Affairs Education Debt Reduction Program (EDRP)	124	5.6	8	0.4
Other Uniformed Service (e.g., Center of Disease Control [CDC], Department of Health and Human Services [HHS], Public Health Service [PHS] commissioned officer corps)	209	9.5	6	0.3
Other	23	2.1	10	1.0
Total	**2,260**	--	**165**	--

	Have Already Enrolled			
	MSS		EOPS	
	n	%	*n*	%
Armed Services (e.g., military service)	N/A	N/A	61	5.2
Department of Education's Public-Service Loan Forgiveness (PSLF)	N/A	N/A	644	55.4
Employer-based program (e.g., hospital-based loan repayment)	N/A	N/A	904	77.8
Indian Health Service Corps (IHSC)	N/A	N/A	60	5.2
National Health Service Corps (NHSC)	N/A	N/A	221	19.0
State loan forgiveness program	N/A	N/A	775	66.7
Veterans Affairs Education Debt Reduction Program (EDRP)	N/A	N/A	115	9.9
Other Uniformed Service (e.g., Center of Disease Control [CDC], Department of Health and Human Services [HHS], Public Health Service [PHS] commissioned officer corps)	N/A	N/A	92	7.9
Other	N/A	N/A	17	1.5
Total	N/A	N/A	**1,162**	--

Note: MSS students were only asked about current enrollment in loan forgiveness programs associated with the Armed Services (n = 22) and from an employer-based program (n = 14).

SECTION 6. MSS: MILITARY BACKGROUND

2.7% of respondents reported that they had served or were currently serving in the military. On average, military respondents had 6.5 years of active-duty service (*SD* = 4.2, *Mdn* = 5.0).

TABLE 44: CURRENT OR PAST MILITARY SERVICE

	n	%
Veteran/commitment complete	60	66.7
Regular military – active	2	2.2
Reserve military – active	1	1.1
Reserve military - inactive	24	26.7
Regular military – inactive	3	3.3
Total	**90**	**100.0**

TABLE 45: MILITARY BRANCH SERVED IN

	n	%
Army	11	12.2
Air Force	49	54.4
Coast Guard	1	1.1
Marine Corps	11	12.2
Navy	18	20.0
Total	**90**	**100.0**

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

TABLE 46: YEARS OF ACTIVE DUTY

	n	Min	Max	*M*	*SD*	P10	P25	P50 (*Mdn*)	P75	P90
Years enlisted in active duty	85	1.0	25.0	6.5	4.2	3.0	4.0	5.0	8.0	11.0

Note: Zeroes were excluded prior to analysis.

TABLE 47: HAVE MILITARY HEALTH CARE EXPERIENCE

	n	%
Yes	59	66.3
No	30	33.7
Total	**89**	**100.0**

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

SECTION 7. MSS: EDUCATION BACKGROUND

TABLE 48: HIGHEST LEVEL OF EDUCATION PRIOR TO ENROLLING IN PA SCHOOL

	MSS		EOPS	
	n	**%**	***n***	**%**
Some college but no degree	85	2.6	7	0.3
Associate degree	3	0.1	246	11.7
Bachelor of Arts	404	12.5	1,566	74.3
Bachelor of Science	2,384	73.9	20	0.9
Other Bachelor's degree (e.g., business, BFA)	48	1.5	219	10.4
Master's degree (health- or natural sciences-related; e.g., MPH)	201	6.2	30	1.4
Master's degree (not health- or natural-sciences related; e.g., MBA)	69	2.1	3	0.1
Academic doctorate (health- or natural sciences-related; e.g., Biology PhD)	3	0.1	1	0.0
Academic doctorate (not health- or natural sciences-related; e.g., EdD)	1	0.0	8	0.4
Professional doctorate (health-related; e.g., MD, PharmD, DPT)	15	0.5	1	0.0
Foreign medical graduate	4	0.1	3	0.1
Other	8	0.2	3	0.1
Total	**3,225**	**100.0**	**2,107**	**100.0**

TABLE 49: UNDERGRADUATE GPA

	n	**Min**	**Max**	***M***	***SD***	**P10**	**P25**	**P50 (*Mdn*)**	**P75**	**P90**
Undergraduate GPA	3,159	2.2	4.0	3.6	0.3	3.3	3.5	3.7	3.8	4.0

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

TABLE 50: ADDITIONAL CREDITS TO SATISFY PREREQUISITE REQUIREMENTS

	n	**Min**	**Max**	***M***	***SD***	**P10**	**P25**	**P50 (*Mdn*)**	**P75**	**P90**
Additional credits	1,774	1.0	60.0	17.0	14.0	4.0	8.0	12.0	21.0	37.0

57.0% of respondents reported taking additional credits to satisfy prerequisite requirements for the PA programs to which they had applied.

TABLE 51: COST OF ADDITIONAL PREREQUISTE REQUIREMENTS

	n	%	% (Cum.)
No cost	65	3.7	3.7
$1 to $499	104	5.9	9.6
$500 to $999	182	10.3	19.8
$1,000 to $1,499	212	12.0	31.8
$1,500 to $1,999	175	9.9	41.7
$2,000 to $2,499	156	8.8	50.5
$2,500 to $2,999	128	7.2	57.8
$3,000 to $3,499	128	7.2	65.0
$3,500 to $3,999	54	3.1	68.1
$4,000 to $4,499	69	3.9	72.0
$4,500 to $4,999	51	2.9	74.8
$5,000 to $5,499	93	5.3	80.1
$5,500 to $5,999	26	1.5	81.6
$6,000 to $6,499	59	3.3	84.9
$6,500 to $6,999	23	1.3	86.2
$7,000 or more	244	13.8	100.0
Total	**1,769**	**100.0**	**--**

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

SECTION 8. MSS: EMPLOYMENT HISTORY

TABLE 52: PRIOR HEALTH CARE EMPLOYMENT

	n	%
Medical assistant	1,084	34.8
Nursing assistant	1,030	33.0
Scribe	666	21.4
EMT/paramedic	554	17.8
Home health aide	321	10.3
Emergency room technician	274	8.8
Phlebotomist	242	7.8
Clinical research coordinator/assistant	217	7.0
Physical therapy assistant	170	5.5
Pharmacy technician	125	4.0
Medical reception/records	120	3.8
Medical technician	116	3.7
Ophthalmic technician/assistant	99	3.2
Surgical technician/assistant	87	2.8
Athletic trainer	85	2.7
Healthcare administrator	84	2.7
Medical lab technician	72	2.3
Dental assistant/hygienist	39	1.3
Radiologic technologist	35	1.1
Heath services researcher	31	1.0
Total	**3,117**	**--**

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

96.1% of respondents reported having been employed in a healthcare field. These respondents were then asked to indicate what other healthcare field they had been employed in prior to PA school. The top 20 most reported categories of prior employment are reported here. Respondents were asked to exclude internships or other experiences related to the completion of a degree.

TABLE 53: LENGTH OF HEALTH CARE EMPLOYMENT

	n	*M*	*M (T)*	*SD*	P10	P25	P50 (*Mdn*)	P75	P90
Direct patient contact									
Weeks	2,860	135.4	116.9	131.6	35.0	55.0	100.0	156.0	260.0
Hours per week	2,879	36.2	33.7	48.8	16.0	25.0	36.0	40.0	40.0
Subtotal (hours)	2,836	4,994.3	3,947.4	8,441.3	840.0	1,750.0	3,200.0	5,600.0	9,600.0
Health care setting									
Weeks	1,191	86.2	72.8	99.9	10.0	25.0	52.0	104.0	200.0
Hours per week	1,198	29.1	25.3	55.1	5.0	12.0	25.0	40.0	40.0
Subtotal (hours)	1,172	2,608.1	1,879.2	6,399.4	120.0	400.0	1,200.0	3,000.0	6,000.0

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

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

TABLE 54: COMMUNITY SERVICE (WEEKS)

	Paid experiences		Volunteer experiences		Service learning experiences associated with completion of academic studies	
	n	%	*n*	%	*n*	%
International medical	32	15.6	527	33.7	108	30.2
International non-medical	12	5.9	342	21.8	60	16.8
U.S. medical	176	85.9	1,112	71.0	223	62.3
U.S. non-medical	92	44.9	1,665	106.3	370	103.4
Total	**205**	**100.0**	**1,566**	**100.0**	**358**	**100.0**

74.7% of respondents reported having participated in paid or volunteer community service work, such as Peace Corps, AmeriCorps, service-learning activities, and mission work. There was a greater than 10% increase in volunteer experience compared to the previous survey administration.

SECTION 9. MSS: APPLICATION TO PA SCHOOL

TABLE 55: WHEN STUDENT DECIDED TO BECOME A PA

	n	%
Before high school	81	2.5
During high school/before college	671	20.9
During the first two years of college	996	31
After receiving an associate degree	73	2.3
During junior year of college	433	13.5
During senior year of college	186	5.8
After receiving a bachelor's degree	583	18.2
During advanced/graduate training or degree (non-PA)	56	1.7
After completing an advanced/graduate training or degree (non-PA)	130	4.1
Total	**3,209**	**100.0**

TABLE 56: REASONS TO BECOME A PA

	n	%
Desire to care for patients	2,924	91.6
Mobility within PA specialties	2,860	89.6
Work-life balance	2,757	86.4
A calling to the healthcare profession	2,454	76.9
Length of education	2,440	76.4
Financial stability	2,389	74.8
Desire to influence the direction of healthcare	1,776	55.6
Cost of education/affordability	1,214	38.0
Geographic mobility	986	30.9
Graduate-level education	978	30.6
Other health professions were less appealing	952	29.8
Prestige	556	17.4
Excitement of healthcare	250	7.8
Other	84	2.6
Total	**3,192**	**--**

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

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

TABLE 57: INFLUENCES ON DECISION TO BECOME A PA

	n	%
Previous healthcare experience	2,313	69.5
PA who treated me/my family	1,529	45.9
Other PA acquaintance	1,242	37.3
Friend	1,166	35
Family members	1,142	34.3
PA program faculty/staff	888	26.7
Physician who treated me/my family	757	22.7
Other health professional	673	20.2
Social media (e.g., YouTube, Facebook)	644	19.3
College/campus admissions department	533	16
Other physician acquaintance	483	14.5
Career counselor/teacher (high school or college)	477	14.3
PA program literature	466	14
AAPA website/literature	337	10.1
Public media (e.g., television, newspaper, radio)	264	7.9
PAEA website/literature	181	5.4
Other	70	2.1
Project Access	21	0.6
Total	**3,176**	**--**

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

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

CONSIDERATION OF CAREER IN ANOTHER HEALTH PROFESSION

43.3% of respondents indicated that they applied to or seriously considered a career in another health profession. Students who indicated that they had applied to or seriously considered a career in another health profession were asked to report why they had chosen to pursue a career as a PA instead.

TABLE 58: REASONS TO PURSUE CAREER AS PA INSTEAD OF OTHER HEALTH PROFESSIONAL

	n	%
Ability to change specialties	1,191	37.3%
Work-life balance	1,096	34.3%
Length of PA education was shorter	915	28.7%
Wanted to spend more time providing direct patient care	851	26.7%
PA scope of practice	835	26.2%
Opportunity to work in a team environment	742	23.2%
Wanted to work in the medical model	620	19.4%
Wanted collaborating physician relationship	585	18.3%
Cost of attending PA school was lower	550	17.2%
PA education provided the right amount of intellectual challenge	491	15.4%
Was not accepted by another health professions program	53	1.7%
Other	41	1.3%
Total	**3,192**	**--**

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

PA PROGRAM APPLICATIONS

28.7% of respondents indicated that they had previously applied to PA school. Respondents who indicated that they had previously applied to PA school were asked to report the number of years they had applied, including the current year. On average, applicants had applied for 2.1 years (*Mdn* = 2.0, *SD* = 0.9)

TABLE 59: PA PROGRAM APPLICATIONS, INTERVIEWS, AND ACCEPTANCES

	n	*M*	*M*(T)	*Mdn*	*SD*
Number of PA programs applied to	3,217	8.6	8.0	8.0	6.2
Number of PA programs granted an interview	3,217	3.6	3.3	3.0	3.2
Number of PA programs with interview completed	3,217	2.6	2.4	2.0	1.8
Number of PA program acceptances	3,217	1.8	1.6	1.0	1.3

TABLE 60: INTERVIEW AND ACCEPTANCE RATES

	n	*M*	*M*(T)	*Mdn*	*SD*
Interview rate	3,217	52.9	52.5	50.0	30.8
Acceptance rate	3,217	33.8	31.6	25.0	28.8

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

TABLE 61: COSTS OF APPLYING TO PA SCHOOL

	n	%	% (Cum.)
No cost ($)	87	2.7	2.7
$1 to $499	477	15.0	17.7
$500 to $999	673	21.2	38.9
$1,000 to $1,499	662	20.8	59.8
$1,500 to $1,999	472	14.9	74.6
$2,000 to $2,499	316	9.9	84.6
$2,500 to $2,999	142	4.5	89.0
$3,000 to $3,499	110	3.5	92.5
$3,500 to $3,999	57	1.8	94.3
$4,000 to $4,499	46	1.4	95.7
$4,500 to $4,999	26	0.8	96.5
$5,000 to $5,499	45	1.4	98.0
$5,500 to $5,999	11	0.3	98.3
$6,000 to $6,499	17	0.5	98.8
$6,500 to $6,999	7	0.2	99.1
$7,000 or more	30	0.9	100.0
Total	**3,178**	**100.0**	**--**

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

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

TABLE 62: PAID SERVICE TO APPLY TO PA SCHOOL

	n	%
GRE prep books, materials, or services outside of a formal course	1,444	46.6
Admissions books or other materials	631	20.4
Assistance with personal statement preparation	543	17.5
GRE prep course	539	17.4
Interview coaching	488	15.8
Admissions consulting	169	5.5
MCAT prep books, materials, or services outside of a formal course	89	2.9
MCAT prep course	55	1.8
Other, please specify	39	1.3
PA-CAT prep course materials, or services outside of a formal course	27	0.9
PA-CAT prep course	24	0.8
Total	**3,098**	**100.0**

TABLE 63: IMPORTANCE OF PROGRAM ATTRIBUTES IN APPLYING TO PROGRAMS

	n	% Considered	*M*	*Mdn*	*SD*
Program accreditation status	3,147	98.8	3.6	4.0	0.7
Good program reputation	3,146	98.7	3.4	3.0	0.7
Many opportunities to gain clinical experience (e.g., rotations)	3,143	98.1	3.4	3.0	0.7
High PANCE pass rates	3,143	97.8	3.5	4.0	0.7
Quality program facilities (e.g., labs and equipment)	3,142	97.4	3.2	3.0	0.7
Desirable program location	3,144	96.9	3.0	3.0	0.9
Program structure	3,136	96.3	3.0	3.0	0.8
Program mission consistent with personal values	3,143	95.9	3.1	3.0	0.8
Good faculty reputation	3,147	95.4	3.2	3.0	0.7
Desirable program community	3,137	94.7	3.0	3.0	0.8
Small class size/student faculty ratio	3,145	94.6	2.7	3.0	0.9
Accessible/Responsive faculty	3,139	94.4	3.2	3.0	0.8
Time to degree	3,139	93.2	2.7	3.0	0.9
Job placement rates	3,140	91.5	3.1	3.0	0.8
Proximity to home/current place of residence	3,147	90.2	2.7	3.0	1.0
Required few or no prerequisites beyond what I had already completed	3,141	90.0	2.7	3.0	1.0
Rigorous clinical curriculum	3,132	89.9	2.8	3.0	0.8
Opportunities to participate in community service	3,137	89.6	2.6	3.0	0.9
Low tuition	3,141	88.1	2.4	2.0	0.9
How long since program was established	3,144	87.5	2.4	2.0	0.9
High likelihood of admission	3,137	87.1	2.4	2.0	0.9
Program is part of a hospital or clinic system	3,143	85.3	2.5	2.0	1.0
Diverse student body	3,139	85.2	2.6	3.0	0.9
Mentorship	3,140	84.3	2.7	3.0	0.9
Program offers scholarships and financial aid	3,143	83.8	2.4	2.0	1.0
Diverse faculty	3,140	82.2	2.5	2.0	0.9
Cost of application and interview process	3,138	78.2	2.2	2.0	1.0
Dual degree offered (e.g. PA plus MPH)	3,135	46.2	1.6	1.0	0.8
Accommodation for students with disabilities	3,138	44.3	2.1	2.0	1.0

TABLE 63 (CONTINUED): IMPORTANCE OF PROGRAM ATTRIBUTES IN APPLYING TO PROGRAMS

	n	% Considered	*M*	*SD*	*Mdn*
Program is affiliated with or offering a doctoral degree such as the DMSc or DHSc	3,135	40.1	1.7	1.0	0.9
HBCU PA Program	3,092	31.4	1.9	2.0	0.8

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

TABLE 64: EXPERIENCES INFLUENCING CHOICE TO ATTEND CURRENT PA PROGRAM

	n	Made Student NOT Want to Attend (%)	No Influence (%)	Made Student Want to Attend (%)
Conversations with program faculty and staff	2,945	1.5	7.0	91.6
Conversations with current students	2,763	1.7	12.3	85.9
Conversations with program alumni	2,195	1.6	21.0	77.4
Program interview experience	2,991	2.4	9.1	88.5
Program admissions outreach/recruitment efforts	2,544	2.3	33.1	64.7

TABLE 65: IMPORTANCE OF CURRICULUM TOPICS

	n	*M*	*M*(T)	*Mdn*	*SD*
Disease prevention/Health maintenance	3,097	3.5	3.6	0.6	4.0
Culturally appropriate care for diverse populations	3,099	3.4	3.5	0.7	4.0
Health equity/Social determinants of health	3,097	3.3	3.4	0.7	3.0
Burnout prevention/Provider wellbeing	3,100	3.3	3.3	0.7	3.0
Substance use disorders/Addiction medicine	3,100	3.2	3.3	0.7	3.0
Public health	3,095	3.2	3.3	0.7	3.0
Implicit bias training	3,087	3.2	3.2	0.8	3.0
Role of community health and social service agencies	3,096	3.1	3.2	0.7	3.0
Social justice/Anti-racism training and curriculum	3,093	3.1	3.2	0.9	3.0
Nutrition	3,093	3.1	3.1	0.7	3.0
Palliative/End of life care	3,098	3.1	3.1	0.8	3.0
Leadership training	3,098	3.0	3.0	0.8	3.0
Telemedicine	3,096	2.7	2.7	0.8	3.0
Oral health	3,092	2.7	2.7	0.8	3.0

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

SECTION 10. EOPS: EXPERIENCES IN PA SCHOOL

The following questions were drawn from the Psychological Sense of School Membership Scale. Respondents were asked to rate each statement on a 5-point scale, where 1 = "Not at all true" to 5 = "Completely true."

Goodenow, C. The Psychological Sense of School Membership among adolescents: scale development and education correlates. *Psychology in the Schools*. 1993;30(1):79-90. doi: 10.1002/1520-6807(199301)30:13.0.CO;2-X

A composite Psychological Sense of School Membership Score was obtained by reverse-scoring the negatively phrased questions, then averaging all items. On average, students scored 4.0 (*SD* = 0.9, *Mdn* = 4.3).

TABLE 66: PSYCHOLOGICAL SENSE OF SCHOOL MEMBERSHIP

	n	*M*	*Mdn*	*SD*
I am treated with as much respect as other students in my PA program	2,055	4.3	5.0	1.1
I can really be myself in my PA program	2,055	4.0	4.0	1.1
Sometimes I feel as if I don't belong in my PA program	2,055	2.3	2.0	1.3
I wish I were in a different PA program	2,055	2.0	1.0	1.3

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

SATISFACTION WITH PROGRAM

TABLE 67: OVERALL SATISFACTION WITH PROGRAM AND CAREER CHOICE

	n	*M*	*Mdn*	*SD*
I would recommend the PA career to others	2,053	4.5	5.0	0.7
If I could revisit my career choice again, I would attend school to become a PA	2,056	4.3	5.0	0.9
Overall, I am satisfied with the quality of my PA education	2,056	4.0	4.0	0.9
If I could revisit my program choice again, I would attend the same program	2,053	3.8	4.0	1.2

Note: 1 = "Strongly disagree" to 5 = "Strongly agree."

TABLE 68: SATISFACTION WITH PROGRAM ATTRIBUTES

	n	*M*	*Mdn*	*SD*
PANCE pass rates	2,055	4.3	4.0	0.9
Class size/Student-faculty ratio	2,057	4.3	4.0	0.8
Program mission consistent with personal values	2,058	4.2	4.0	0.9
Program reputation	2,058	4.2	4.0	0.9
Rigor or clinical curriculum	2,053	4.1	4.0	0.8
Opportunities to gain clinical experience (e.g., rotations)	2,057	4.1	4.0	1.0
Preparedness for clinical practice	2,056	4.1	4.0	0.9
Affiliation with a hospital or clinic system	2,055	4.0	4.0	1.2
Quality of program facilities (e.g., labs and equipment)	2,056	3.9	4.0	1.1
Faculty reputation	2,057	3.9	4.0	1.0
Accessibility/Responsiveness of faculty	2,055	3.9	4.0	1.1
Opportunities to participate in community service	2,056	3.8	4.0	1.1
Diversity of faculty	2,053	3.6	4.0	1.1
Diversity of student body	2,058	3.6	4.0	1.1
Scholarships and financial aid	2,057	3.3	3.0	1.3
Tuition	2,054	3.0	3.0	1.2

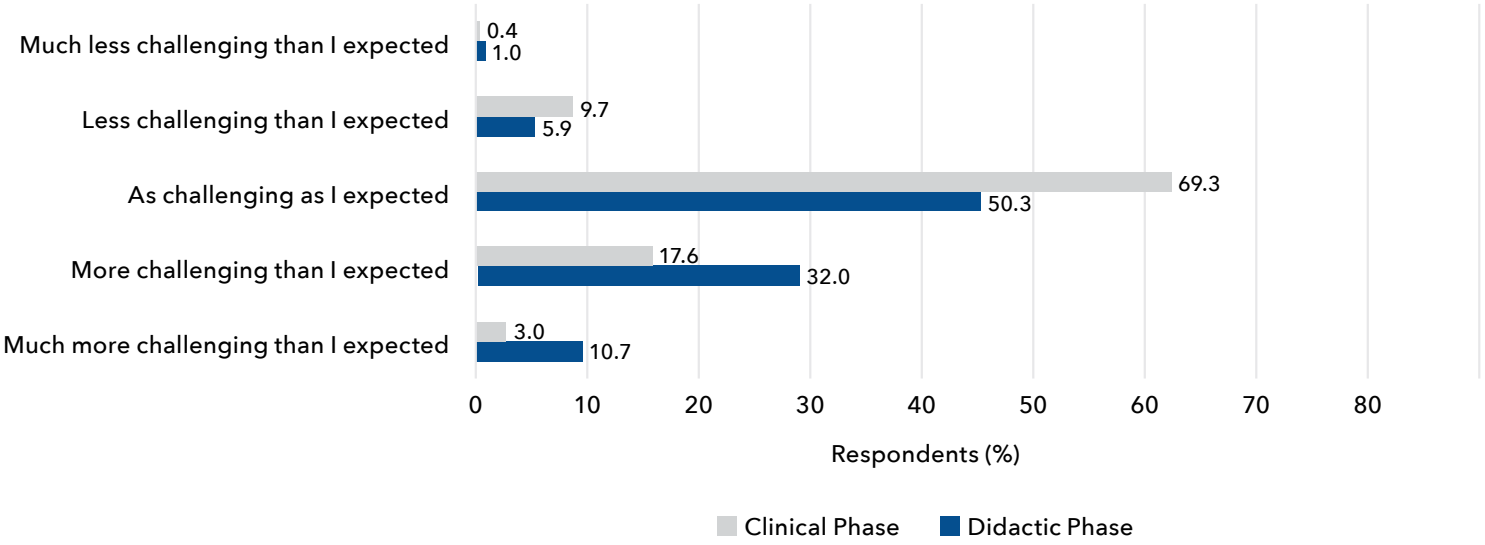
Note: 1 = "Very dissatisfied" to 5 = "Very satisfied." "N/A" responses were excluded prior to analysis.

TABLE 69: SATISFACTION WITH INSTITUTIONAL STUDENT SUPPORT SERVICES

	n	*M*	*Mdn*	*SD*
Faculty advising	1,768	3.8	4.0	1.1
Library/Learning resource center	1,590	4.1	4.0	0.9
Registrar	1,500	3.8	4.0	0.9
Institutional computing (technology)/Help desk	1,391	3.9	4.0	0.9
Student health center	1,266	3.8	4.0	1.0
Counseling/Mental health center	1,067	3.5	4.0	1.1
Student success center/ADA office	990	3.7	4.0	0.9
Program-provided tutoring	988	3.4	3.0	1.1

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

FIGURE 4: HOW CHALLENGING WAS PA EDUCATION



EXPERIENCES IN THE DIDACTIC PHASE

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

TABLE 70: HOW WELL DIDACTIC COURSES PREPARED STUDENTS FOR CLINICAL ROTATIONS

	n	% Reporting	*M*	*Mdn*	*SD*
Anatomy	2,004	94.7	2.8	3.0	0.9
Biochemistry	805	38.0	2.5	2.0	0.9
Biostatistics/Epidemiology	1,274	60.2	2.5	2.0	0.8
Clinical experiences during the didactic portion of the curriculum	1,682	79.5	2.9	3.0	0.9
Clinical medicine*	2,010	94.9	3.3	3.0	0.7
Clinical/Technical skills	2,009	94.9	3.0	3.0	0.8
Ethics/Bioethics	1,777	83.9	2.9	3.0	0.8
Genetics	1,255	59.3	2.5	2.0	0.9
Interpretation of literature/Evidence-based medicine/Research	1,944	91.8	2.9	3.0	0.9
Lab interpretation/Diagnosis	1,980	93.5	3.0	3.0	0.8
Microbiology	1,218	57.5	2.7	3.0	0.9
Neuroscience	1,238	58.5	2.6	3.0	0.9
Patient communication skills/History-taking/ Physical exams/Patient assessment	2,012	95.0	3.5	4.0	0.7
Pathology/Pathophysiology	1,905	90.0	3.0	3.0	0.8
Pharmacology	2,010	94.9	3.0	3.0	0.9
Physiology	1,941	91.7	3.0	3.0	0.9

Note: Students who indicated that they did not take a course were excluded prior to analysis. 1 = "Not at all well" to 4 = "Extremely well."
** includes surgery, emergency medicine, peds, OB/GYN, and behavioral health*

TABLE 71: EVALUATION OF DIDACTIC INSTRUCTION IN TOPIC AREAS (%)

	n	Received no instruction	Insufficient	Appropriate	Excessive
Burnout prevention/Provider wellbeing	2,018	7.4	27.3	61.3	4.0
Culturally appropriate care for diverse populations	2,018	1.8	14.3	77.9	5.9
Disease prevention/Health maintenance	2,013	1.3	9.5	81.6	7.6
Health equity/Social determinants of health	2,012	3.7	12.2	77.0	7.1
Implicit bias training	2,013	10.3	23.6	63.9	2.1
Leadership training	2,013	4.0	29.3	65.1	1.6
Nutrition	2,016	5.9	30.9	61.5	1.7
Oral health	2,015	3.9	24.9	69.3	1.9
Palliative/End-of-life care	2,136	3.4	25.1	69.8	1.7
Public health	2,015	2.5	13.8	80.5	3.1
Role of community health and social service agencies	2,014	3.8	19.0	74.1	3.0
Social justice/Anti-racism training and curriculum	2,017	6.3	17.7	69.2	6.7
Substance use disorders/Addiction medicine	2,019	0.9	11.5	83.4	4.2
Telemedicine	2,014	18.0	25.6	54.1	2.3

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

EXPERIENCES IN THE CLINICAL PHASE

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

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

TABLE 72: QUALITY OF CLINICAL ROTATION EDUCATIONAL EXPERIENCES (%)

	n	% Reporting	Poor	Fair	Good	Excellent
Emergency medicine	2,010	94.9	3.0	9.0	31.1	56.9
Family medicine	2,012	95.0	3.7	8.7	30.9	56.7
Internal medicine	2,011	95.0	5.4	12.6	33.7	48.3
Pediatrics	2,008	94.9	7.0	17.8	32.9	42.4
Surgery	2,008	94.9	6.5	15.6	32.5	45.4
Obstetrics/Gynecology/Women's health	2,009	94.9	10.2	14.2	32.3	43.3
Psychiatry/Behavioral medicine	2,010	94.9	7.8	15.8	35.1	41.3

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

TABLE 73: EXPERIENCES WITH PRECEPTORS DURING CLINICAL ROTATIONS

	n	% Yes
Emergency medicine		
Observed by preceptor taking patient history	1,974	73.5
Observed by preceptor performing physical exam	1,969	78.9
Observed by preceptor performing technical procedures	1,958	94.7
Given mid-point feedback by preceptor	1,954	86.5
Family medicine		
Observed by preceptor taking patient history	1,972	75.3
Observed by preceptor performing physical exam	1,966	80.5
Observed by preceptor performing technical procedures	1,945	87.2
Given mid-point feedback by preceptor	1,949	90.4
Internal medicine		
Observed by preceptor taking patient history	1,973	73.7
Observed by preceptor performing physical exam	1,966	77.8
Observed by preceptor performing technical procedures	1,937	79.9
Given mid-point feedback by preceptor	1,951	86.7
Pediatrics		
Observed by preceptor taking patient history	1,964	73.7
Observed by preceptor performing physical exam	1,958	81.0
Observed by preceptor performing technical procedures	1,932	81.9
Given mid-point feedback by preceptor	1,948	83.4
Surgery		
Observed by preceptor taking patient history	1,966	69.0
Observed by preceptor performing physical exam	1,963	75.3
Observed by preceptor performing technical procedures	1,952	96.3
Given mid-point feedback by preceptor	1,951	82.9
Obstetrics/Gynecology/Women's health		
Observed by preceptor taking patient history	1,971	71.9
Observed by preceptor performing physical exam	1,969	86.4
Observed by preceptor performing technical procedures	1,948	91.3
Given mid-point feedback by preceptor	1,951	81.7
Psychiatry/Behavioral medicine		
Observed by preceptor taking patient history	1,967	77.2
Observed by preceptor performing physical exam	1,957	73.6
Observed by preceptor performing technical procedures	1,929	70.4
Given mid-point feedback by preceptor	1,946	80.3

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

TABLE 74: CLINICAL ROTATION SETTINGS

	n	% Yes
Medically underserved areas (MUA), medically underserved populations (MUP), or health professional shortage area (HPSA)	1,921	56.7
Substance Use Disorder (SUD) practice	1,961	34.9
Community health center (CHC)	1,961	32.4
Critical access hospital (CAH)	1,956	25.2
Department of Veterans Affairs (VA) medical facility	1,961	23.0
Other federally qualified health center (FQHC)	1,940	19.9
Correctional facility	1,956	7.6

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

TABLE 75: PARTICIPATION IN MEDICATION-ASSISTED TREATMENT (MAT*) WAIVER TRAINING DURING PA SCHOOL

	n	% Yes
No, did not participate in any MAT waiver training	635	32.1
Yes, participated in MAT waiver training during PA school		
Completed MAT waiver training during PA school	1,097	55.4
Participated in some MAT waiver training during PA school and plan to complete training following graduation	194	9.8
Participated in some MAT waiver training during PA school and do not plan to complete the training	54	2.7
Subtotal	1,348	67.9
Total	**1,980**	**100.0**

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

Students who did not participate in any MAT waiver training were asked if they planned on completing MAT waiver training after graduation; 1= "Definitely will not" to 5="Definitely will" (M=3.1, SD=0.9, Mdn=3.0).

TABLE 76: IMPORTANCE OF ABILITY TO USE MAT WAIVER AFTER GRADUATION

	n	*M*	*Mdn*	*SD*
Importance of ability to use MAT waiver	1,286	2.1	2.0	0.9

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

EXPERIENCES WITH INTERPROFESSIONAL EDUCATION (IPE)

IPE was defined as "curricular activities where PA students had the opportunity to learn with students from different health professions programs." 80.2% of students reported participating in required IPE, and 5.1% were unsure whether they had participated. Among the 14.7% of students who did not participate in required IPE, 56.0% indicated that they would have liked the opportunity to learn with students from different health professions programs. Respondents who had IPE experiences were asked to report their agreement with the statement, "The learning experience(s) with students from different health professions helped me gain a better understanding of the roles of other professions in patient care." Overall, 73.2% of respondents agreed with the statement. Further, respondents who had IPE experiences were asked to assess the amount of IPE experiences and interactions they had during their PA programs. 73.1% of respondents indicated that they had the right amount of IPE. 16.0% wanted more IPE, and 10.8% would have liked less.

CONFIDENCE IN PA COMPETENCIES

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

Cultural humility Openness toward understanding and respecting important aspects of other people's cultural identities

Healthcare finance and systems Includes ability to articulate the essential aspects of value-based healthcare and apply this understanding to the delivery of safe and quality care

Health literacy and communication Includes ability to effectively and sensitively communicate with patients as partners

Interprofessional collaborative practice and leadership Includes ability to act as a leader in a collaborative team providing patient-focused healthcare

Professional and legal aspects of healthcare Includes ability to practice medicine consistent with standards of care, laws, and regulations while being attuned to advancing social justice

Self-assessment and ongoing professional development Awareness of personal and professional limitations and commitment to addressing gaps and refining knowledge throughout career

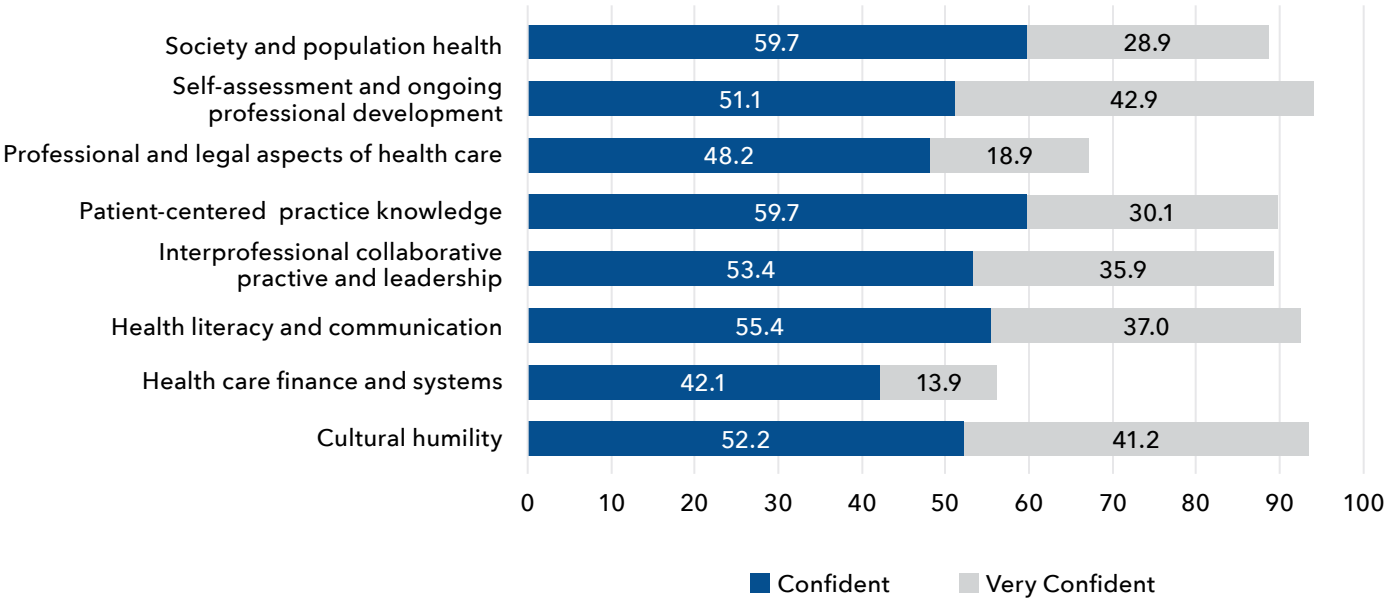
Society and population health Includes ability to recognize own biases and limitations and to integrate knowledge of social determinants of patient health into care decisions

TABLE 77: CONFIDENCE IN PA COMPETENCIES

	n	*M*	*Mdn*	*SD*
Cultural humility	1,963	4.3	4.0	0.6
Healthcare finance and systems	1,966	3.5	4.0	1.0
Health literacy and communication	1,967	4.3	4.0	0.6
Interprofessional collaborative practice and leadership	1,964	4.2	4.0	0.7
Patient-centered practice knowledge	1,968	4.2	4.0	0.6
Professional and legal aspects of health care	1,962	3.8	4.0	0.9
Self-assessment and ongoing professional development	1,968	4.4	4.0	0.6
Society and population health	1,966	4.2	4.0	0.6

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

FIGURE 5: CONFIDENCE IN PA COMPETENCIES



SECTION 11. EOPS: EMPLOYMENT PLANS

TABLE 78: EMPLOYMENT STATUS

	n	%
I have not yet started my job search	283	14.4
I plan to apply for/have already applied for postgraduate PA training (e.g., residency, fellowship)	61	3.1
I have submitted job applications but have not yet received an invitation to interview	201	10.2
I have had at least one interview or invitation to interview but have not yet received a job offer	432	22.0
I have received at least one job offer but have not accepted a position	263	13.4
I have accepted a job offer	727	37.0
Total	**1,967**	**100.0**

50.4% of graduating PA students had either accepted or received at least one job offer.

APPLICATIONS TO PA RESIDENCIES & JOBS

TABLE 79: RESIDENCY SPECIALITIES

	n	%
Emergency medicine	25	41.0
Family medicine	12	19.7
Hospitalist	8	13.1
Internal medicine	8	13.1
Critical care/trauma	7	11.5
Urgent care	6	9.8
Other, please specify:	6	9.8
Acute-care medicine	5	8.2
Pediatrics	5	8.2
Cardiology	4	6.6
OB-GYN	4	6.6
Surgery	4	6.6
Cardiothoracic	3	4.9
Psychiatry	3	4.9
Hematology/oncology	2	3.3
Neonatology	2	3.3
Orthopedic surgery	2	3.3
Otolaryngology	0	0.0
Urology	0	0.0
Total	**61**	**--**

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

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

TABLE 80: NUMBER OF JOB APPLICATIONS SUBMITTED

	n	*M*	*M (T)*	*Mdn*	*SD*
Students who have not yet accepted a position	877	10.5	8.6	6.0	13.0
Students who have accepted a position	713	7.8	6.0	4.0	11.6

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

ACCEPTED POSITIONS

Only graduating students who indicated that they had accepted at least one job offer responded to questions in this section. 93.3% of accepted positions were full-time. 36.9% reported that their accepted job was located at a site where they had completed a rotation.

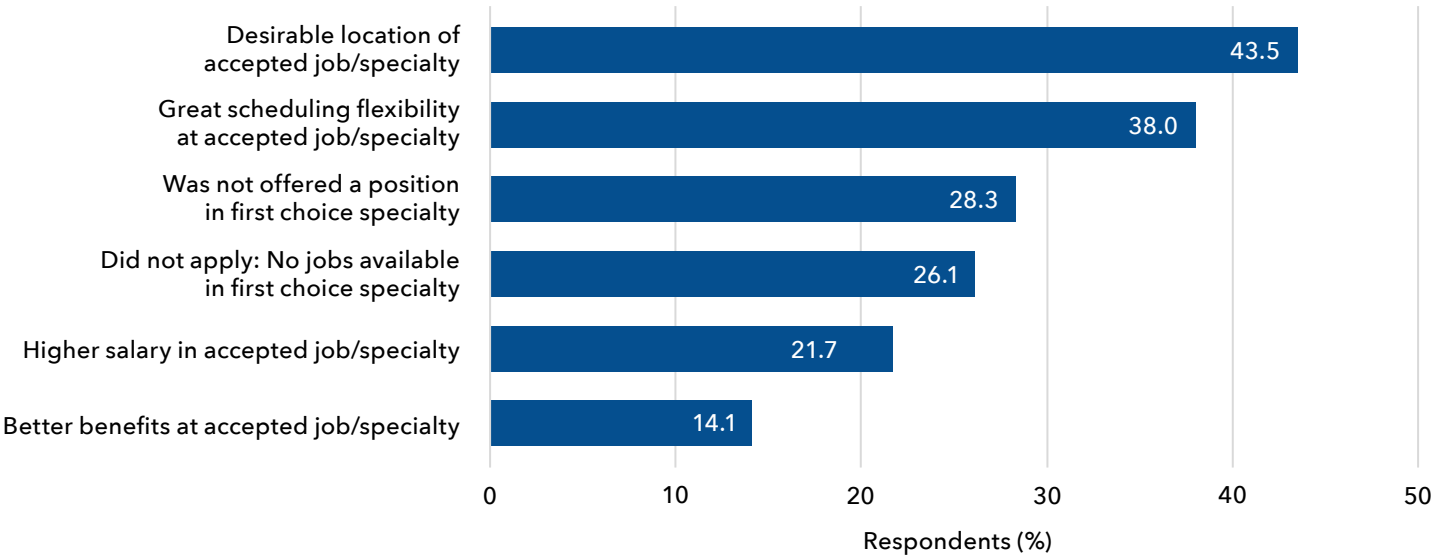
TABLE 81: SPECIALTY PRACTICE IN WHICH POSITION WAS ACCEPTED

	n	%
Behavioral and mental health care	17	2.6
Emergency medicine (not urgent care)	115	17.6
Family medicine	57	8.7
Geriatrics	8	1.2
Inpatient specialties (e.g., critical care, hospitalist)	61	9.3
Internal medicine	48	7.3
Internal medicine specialties (e.g., cardiology, endocrinology, gastroenterology, infectious disease, nephrology, oncology/ hematology, rheumatology)	89	13.6
Obstetrics/Gynecology/Women's health	22	3.4
Pediatrics	37	5.6
Primary care	86	13.1
Surgical specialties (e.g., cardiovascular/cardiothoracic, neurosurgery, orthopedic, plastic, urologic)	220	33.6
Urgent care	45	6.9
Total	**655**	--

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

Of the 655 students who reported the specialties/subspecialties in which they had accepted positions, 14.8% reported accepting positions in multiple specialties.

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



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

The 12.7% of students who reported accepting a position that was not in their first-choice specialty were asked to indicate all the reasons why they accepted a job outside of their first-choice specialty.

POSITION FEATURES

The following tables and figures present data from the 90.7% of respondents who reported accepting a position in a single specialty.

TABLE 82 : GEOGRAPHIC DISTRIBUTION OF ACCEPTED JOBS

	n	%
Northeast Region		
New England Division	61	9.0
Middle Atlantic Division	131	19.4
Subtotal	192	28.4
Midwest Region		
East North Central Division	123	18.2
West North Central Division	71	10.5
Subtotal	194	28.7
South Region		
South Atlantic Division	94	13.9
East South Central Division	24	3.6
West South Central Division	95	14.1
Subtotal	213	31.5
West Region		
Mountain Division	32	4.7
Pacific Division	44	6.5
Subtotal	76	11.2
Puerto Rico and other Outlying Territories; non-US locations	1	0.1
Total	**676**	**100.0**

TABLE 83: SALARY OF ACCEPTED JOB

	n	%	% (Cum.)
$50,000 to $59,999	5	0.8	0.8
$60,000 to $69,999	11	1.7	2.5
$70,000 to $79,999	13	2.0	4.4
$80,000 to $89,999	41	6.3	10.7
$90,000 to $99,999	117	17.9	28.7
$100,000 to $109,999	198	30.4	59
$110,000 to $119,999	138	21.2	80.2
$120,000 to $129,999	75	11.5	91.7
$130,000 to $139,999	29	4.4	96.2
$140,000 to $149,999	9	1.4	97.5
$150,000 to $159,999	7	1.1	98.6
$160,000 or more	9	1.4	100
Total	**652**	**100.0**	**--**

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

55.0% of respondents indicated that their salary was about what was expected. 15.6% expected a higher salary, and 29.4% expected a lower salary.

SECTION 12. EOPS: NEGATIVE EXPERIENCES IN PA SCHOOL

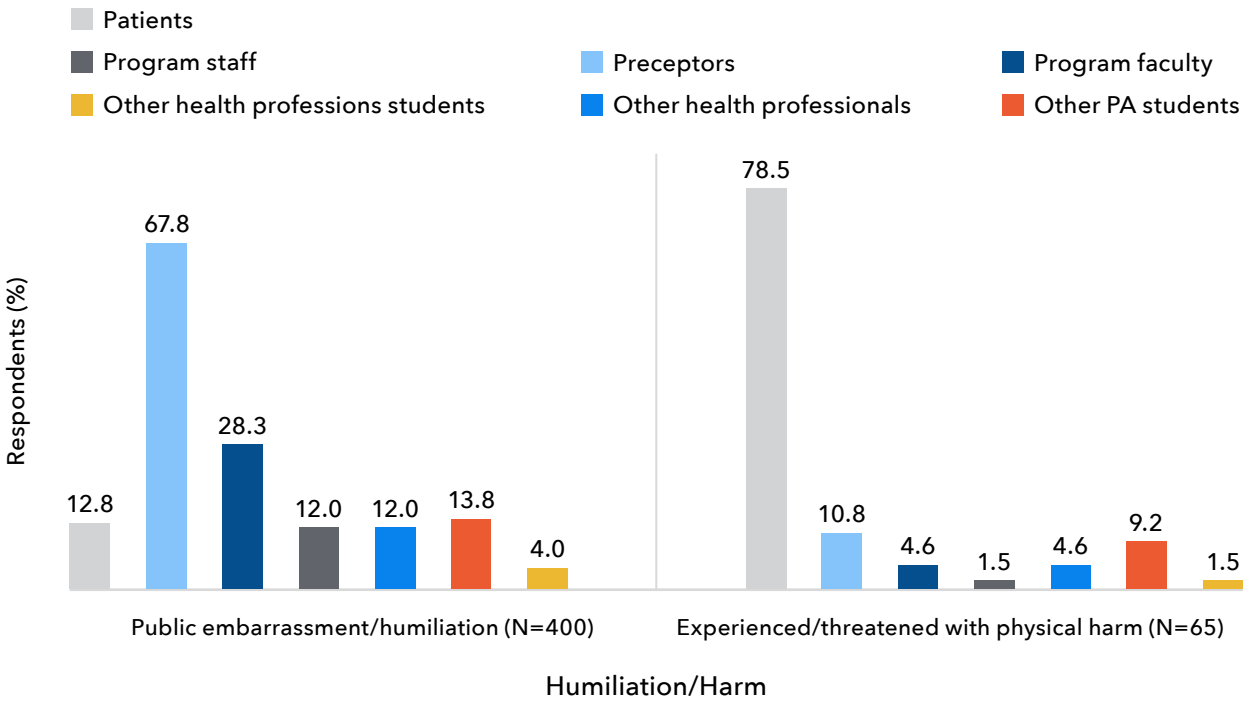
This section presents students' reports of mistreatment, discrimination, and harassment that they had personally experienced or witnessed other students experience during PA school. 60.2% of respondents indicated that their programs had policies regarding the mistreatment of PA students; while 36.3% were unsure whether policies existed.

TABLE 84: PERSONALLY EXPERIENCED NEGATIVE EVENTS (%)

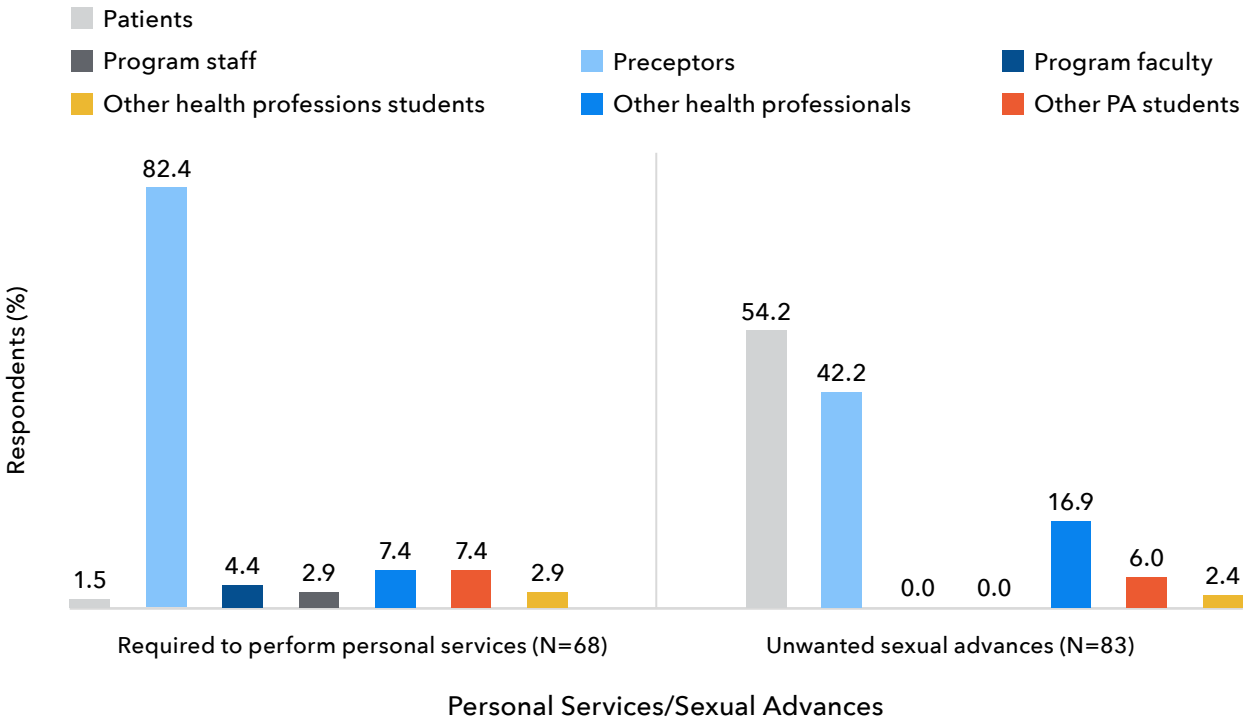
	n	Never	Once	More than once
Been publicly embarrassed or humiliated	1,556	74.3	13.7	12.0
Experienced or been threatened with physical harm	1,556	95.8	3.2	1.0
Been required to perform personal services (e.g., shopping, babysitting)	1,557	95.6	3.1	1.3
Been subjected to unwanted sexual advances	1,557	94.7	3.1	2.2
Been denied opportunities for training or rewards based on my age	1,554	97.9	1.0	1.0
Been subjected to offensive remarks/names regarding my age	1,555	89.3	4.4	6.3
Received lower evaluations or grades solely because of my age rather than performance	1,555	98.6	1.1	0.4
Been denied opportunities for training or rewards based on my disability status	1,553	99.5	0.3	0.3
Been subjected to offensive remarks/names regarding my disability status	1,554	99.1	0.3	0.6
Received lower evaluations or grades solely because of my disability status rather than performance	1,554	99.1	0.4	0.2
Been denied opportunities for training or rewards based on my gender/gender identity	1,553	95.0	2.7	2.3
Been subjected to offensive remarks/names regarding my gender/gender identity	1,551	90.0	5.0	5.0
Received lower evaluations or grades solely because of my gender/gender identity rather than performance	1,554	98.5	1.4	0.1
Been denied opportunities for training or rewards based on my race or ethnicity	1,555	98.5	0.8	0.6
Been subjected to offensive remarks/names based on my race or ethnicity	1,557	95.2	2.2	2.6
Received lower evaluations or grades solely because of my race or ethnicity rather than performance	1,552	98.6	1.2	0.3
Been denied opportunities for training or rewards based on my religion	1,552	99.0	0.5	0.5
Been subjected to offensive remarks/names regarding my religion	1,551	96.8	1.9	1.3
Received lower evaluations or grades solely because of my religion rather than performance	1,553	99.6	0.3	0.1
Been denied opportunities for training or rewards based on my sexual orientation	1,551	99.7	0.3	0.1
Been subjected to offensive remarks/names regarding my sexual orientation	1,550	99.0	0.6	0.4
Received lower evaluations or grades solely because of my sexual orientation rather than performance	1,550	99.8	0.2	0.0

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

FIGURES 7-8. SOURCES OF NEGATIVE EVENTS THAT WERE PERSONALLY EXPERIENCED BY DISCRIMINATION TYPE (%)

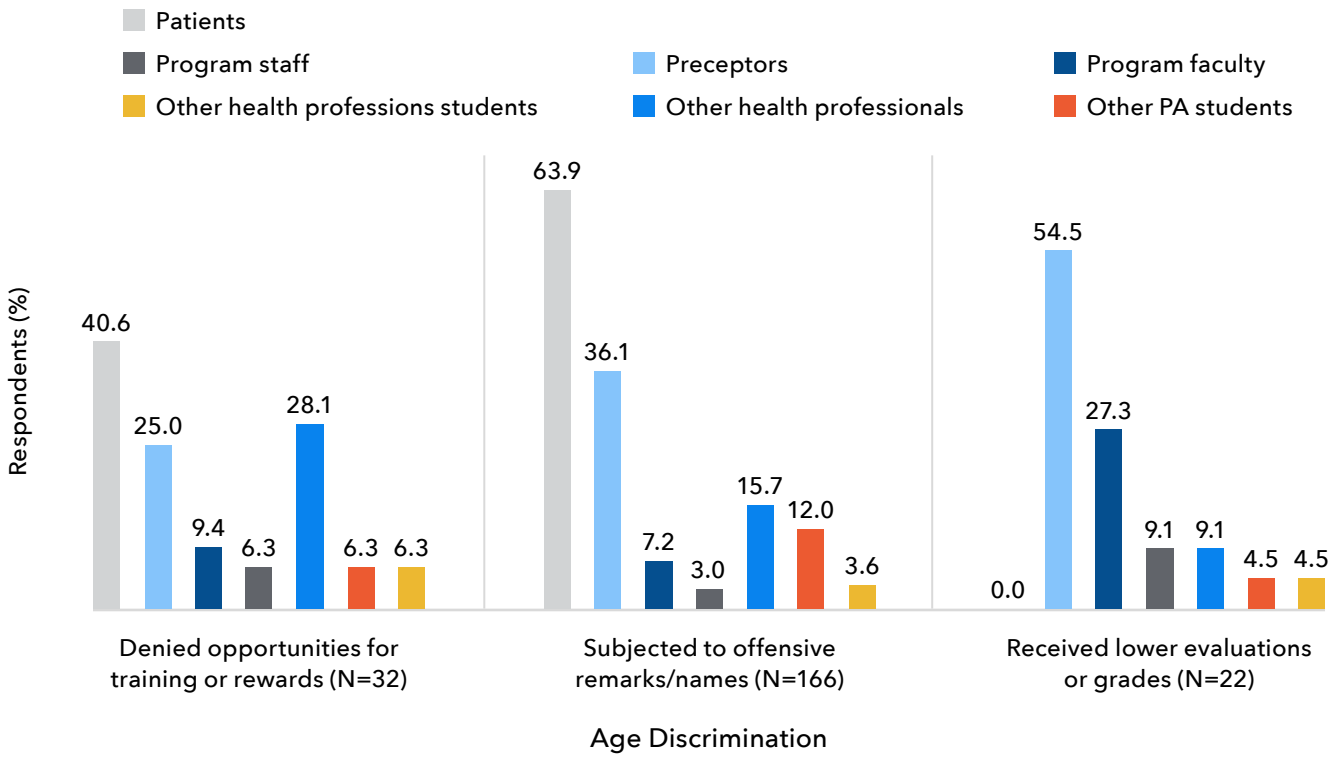


Note: "% Reporting" represents the proportion of respondents who selected each source of negative events and may sum to more than 100% because respondents could select multiple categories.

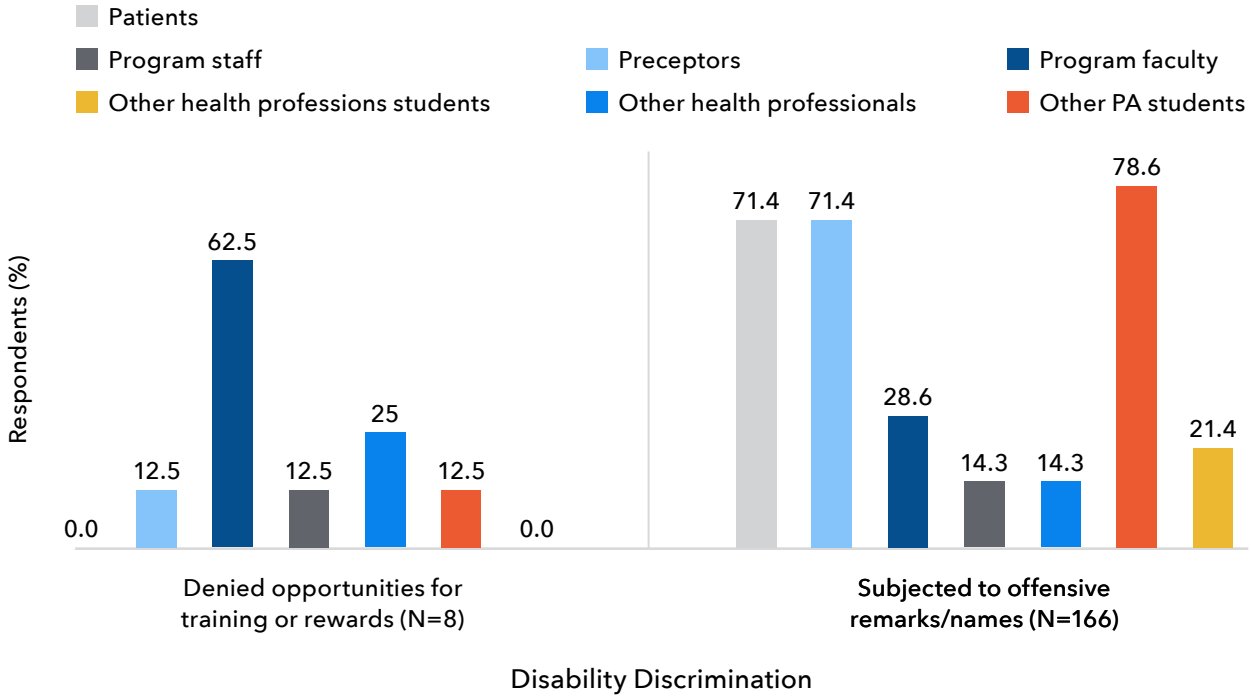


Note: "% Reporting" represents the proportion of respondents who selected each source of negative events and may sum to more than 100% because respondents could select multiple categories.

FIGURES 9-10. SOURCES OF NEGATIVE EVENTS THAT WERE PERSONALLY EXPERIENCED BY DISCRIMINATION TYPE (%)

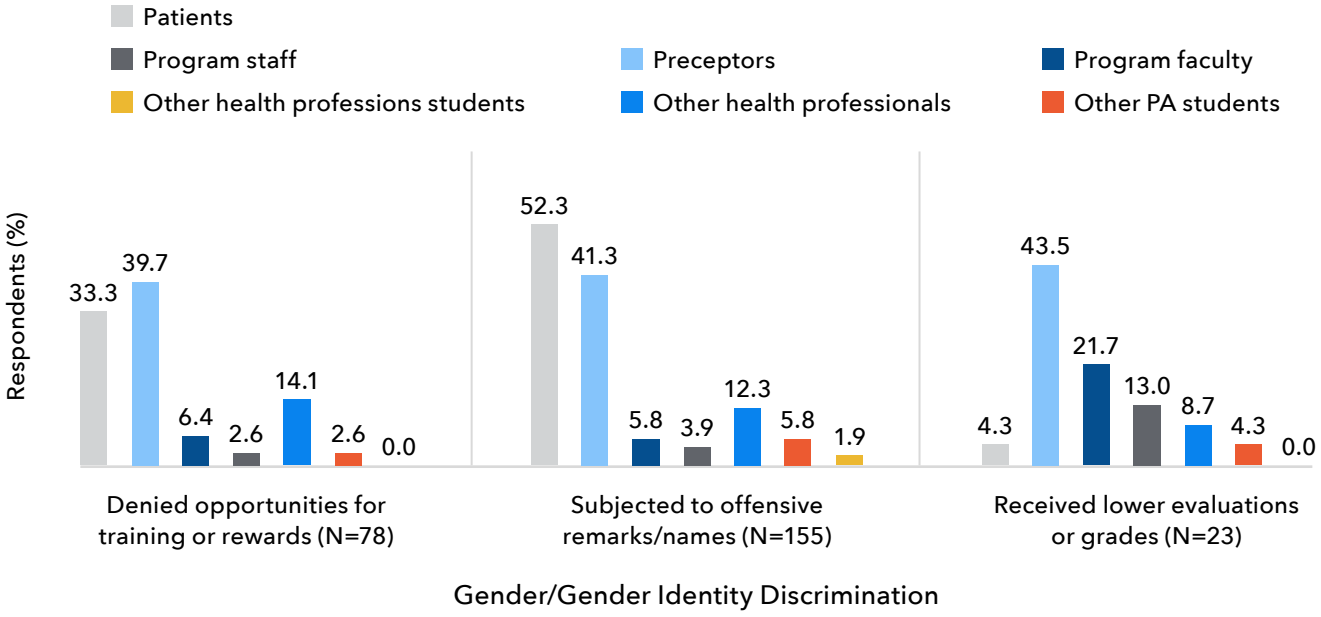


Note: "% Reporting" represents the proportion of respondents who selected each source of negative events and may sum to more than 100% because respondents could select multiple categories.

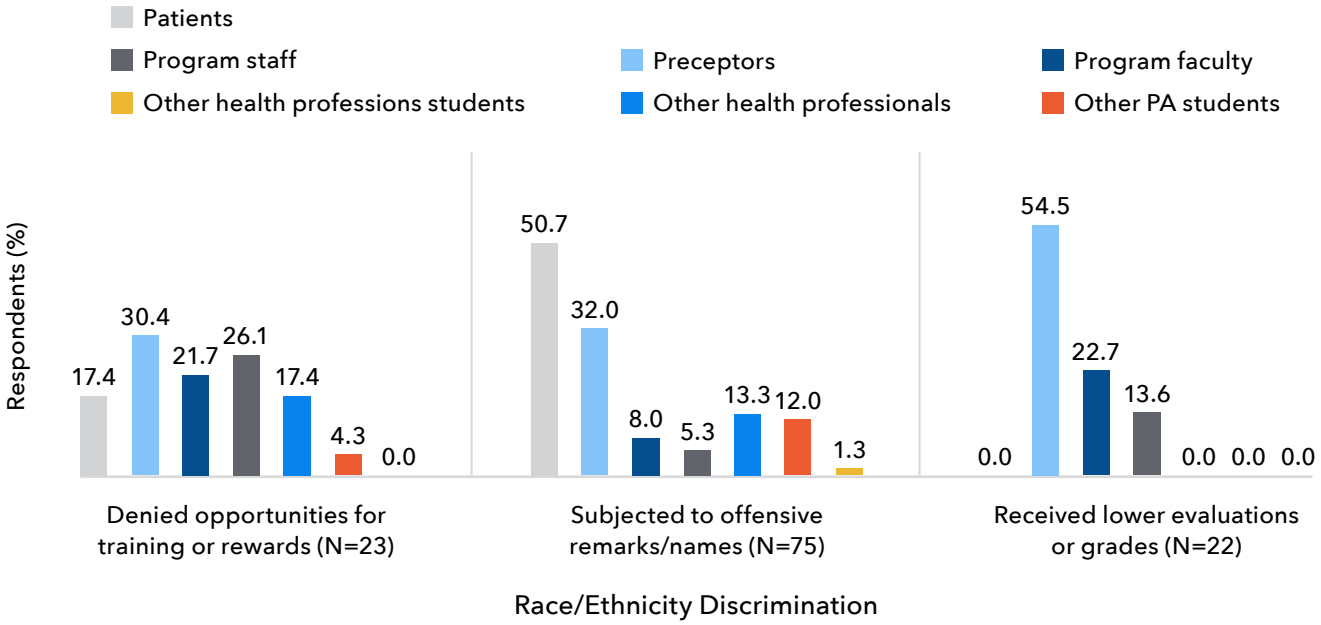


Note: "% Reporting" represents the proportion of respondents who selected each source of negative events and may sum to more than 100% because respondents could select multiple categories.

FIGURES 11-12. SOURCES OF NEGATIVE EVENTS THAT WERE PERSONALLY EXPERIENCED BY DISCRIMINATION TYPE (%)

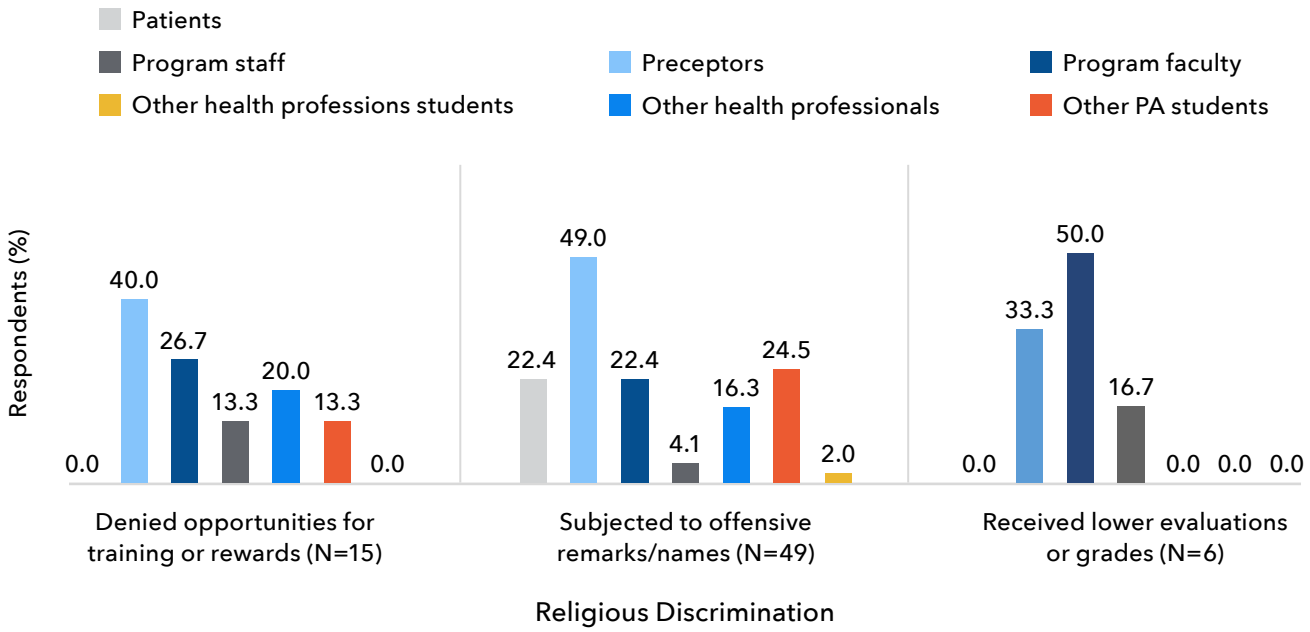


Note: "% Reporting" represents the proportion of respondents who selected each source of negative events and may sum to more than 100% because respondents could select multiple categories.

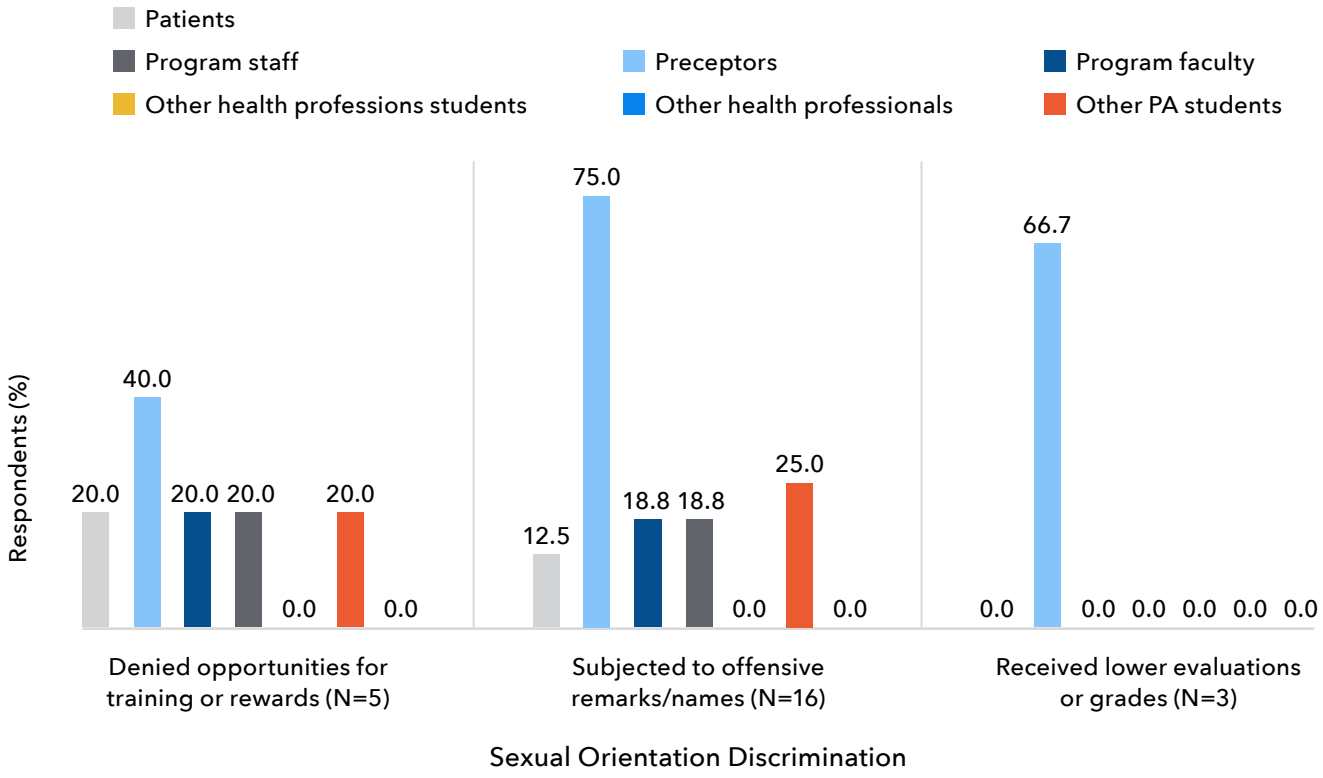


Note: "% Reporting" represents the proportion of respondents who selected each source of negative events and may sum to more than 100% because respondents could select multiple categories.

FIGURES 13-14. SOURCES OF NEGATIVE EVENTS THAT WERE PERSONALLY EXPERIENCED BY DISCRIMINATION TYPE (%)



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



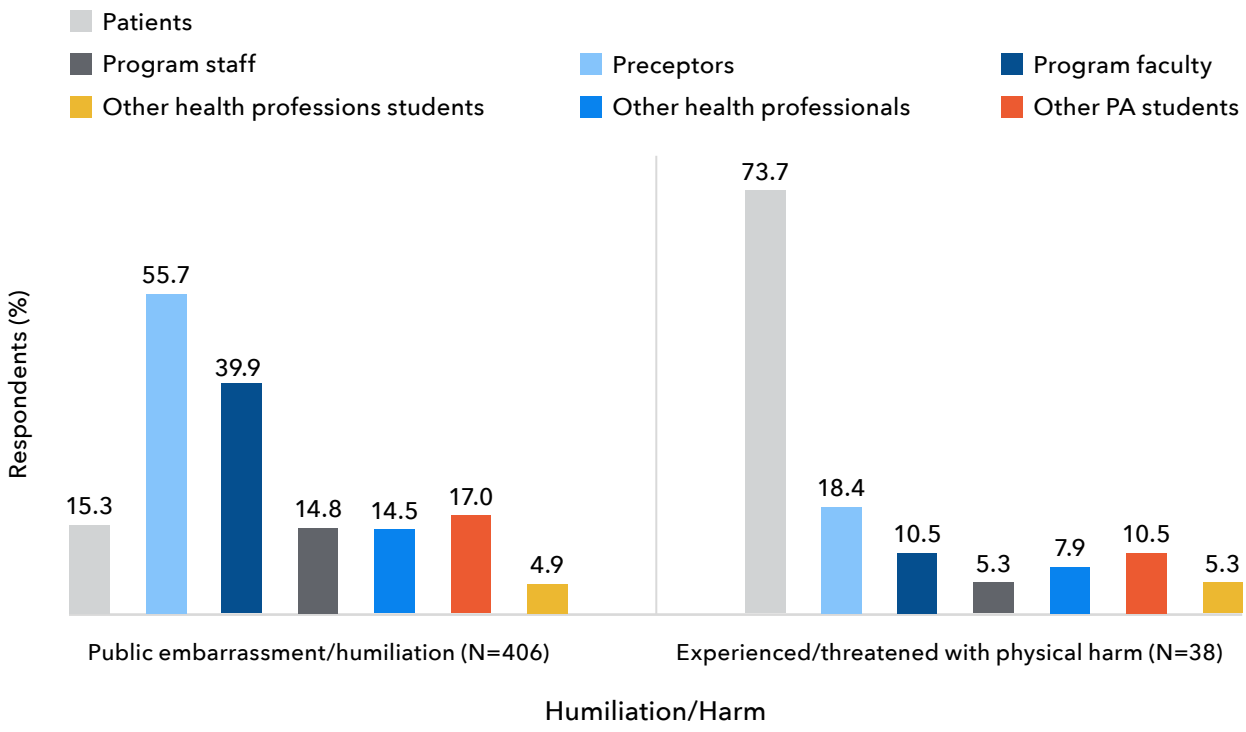
Note: "% Reporting" represents the proportion of respondents who selected each source of negative events and may sum to more than 100% because respondents could select multiple categories.

TABLE 85: WITNESSED NEGATIVE EVENTS (%)

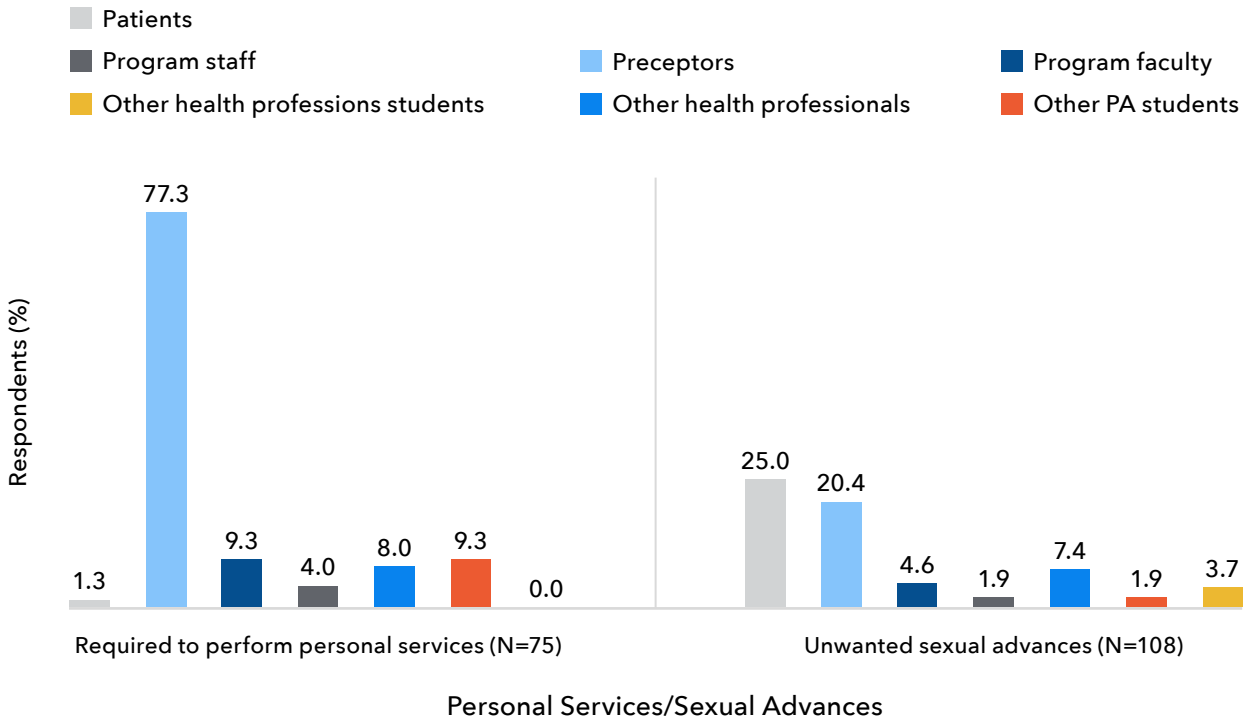
	n	Never	Once	More than once
Been publicly embarrassed or humiliated	1,541	73.7	9.3	17.1
Experienced or been threatened with physical harm	1,541	97.5	1.6	0.9
Been required to perform personal services (e.g., shopping, babysitting)	1,540	95.1	2.3	2.6
Been subjected to unwanted sexual advances	1,539	93.0	3.8	3.2
Been denied opportunities for training or rewards based on their age	1,542	98.6	0.5	0.9
Been subjected to offensive remarks/names regarding their age	1,541	96.8	1.6	1.6
Received lower evaluations or grades solely because of their age rather than performance	1,542	99.0	0.5	0.6
Been denied opportunities for training or rewards based on their disability status	1,542	98.8	0.5	0.7
Been subjected to offensive remarks/names regarding their disability status	1,540	98.6	0.5	0.9
Received lower evaluations or grades solely because of their disability status rather than performance	1,540	99.2	0.4	0.5
Been denied opportunities for training or rewards based on their gender/gender identity	1,541	97.5	1.0	1.5
Been subjected to offensive remarks/names regarding their gender/gender identity	1,541	95.7	2.3	2.0
Received lower evaluations or grades solely because of their gender/gender identity rather than performance	1,540	98.8	0.8	0.4
Been denied opportunities for training or rewards based on their race or ethnicity	1,541	98.1	0.8	1.1
Been subjected to offensive remarks/names based on their race or ethnicity	1,539	94.5	2.7	2.8
Received lower evaluations or grades solely because of their race or ethnicity rather than performance	1,540	98.0	1.0	1.0
Been denied opportunities for training or rewards based on their religion	1,542	99.3	0.5	0.3
Been subjected to offensive remarks/names regarding their religion	1,542	98.2	1.1	0.6
Received lower evaluations or grades solely because of their religion rather than performance	1,542	99.7	0.2	0.1
Been denied opportunities for training or rewards based on their sexual orientation	1,542	98.9	0.5	0.6
Been subjected to offensive remarks/names regarding their sexual orientation	1,542	97.9	1.2	0.9
Received lower evaluations or grades solely because of their sexual orientation rather than performance	1,539	99.4	0.5	0.2

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

FIGURES 15-16. SOURCES OF NEGATIVE EVENTS THAT WERE WITNESSED (%)

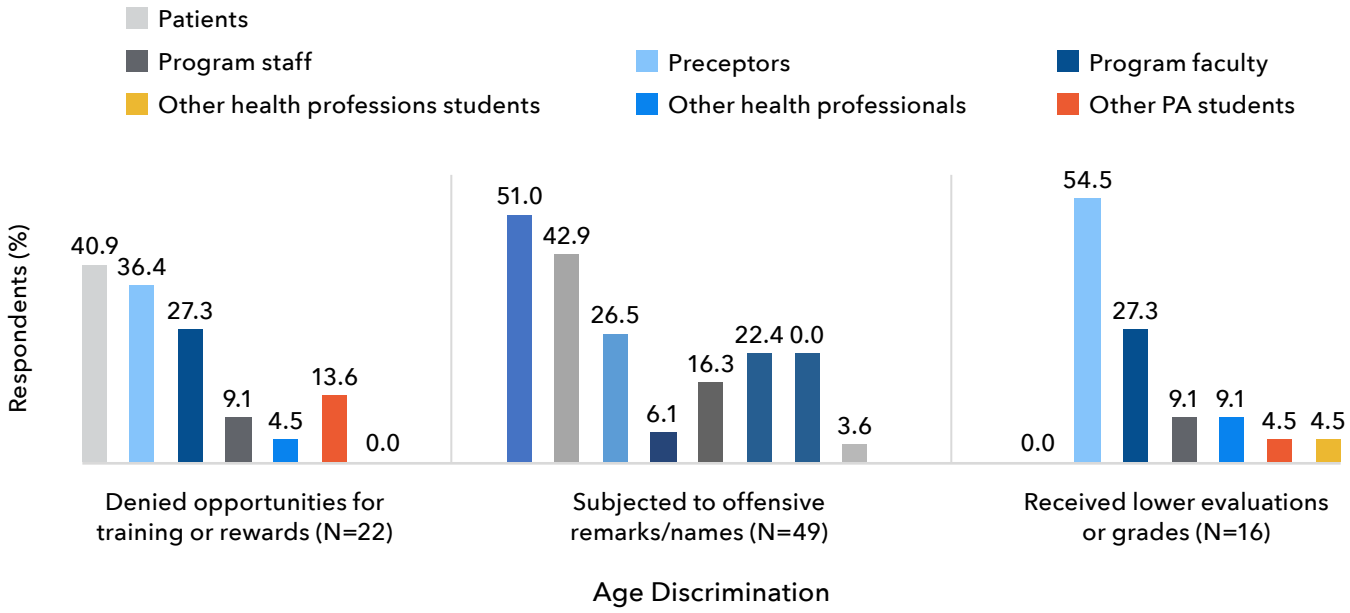


Note: "% Reporting" represents the proportion of respondents who selected each source of negative events and may sum to more than 100% because respondents could select multiple categories.

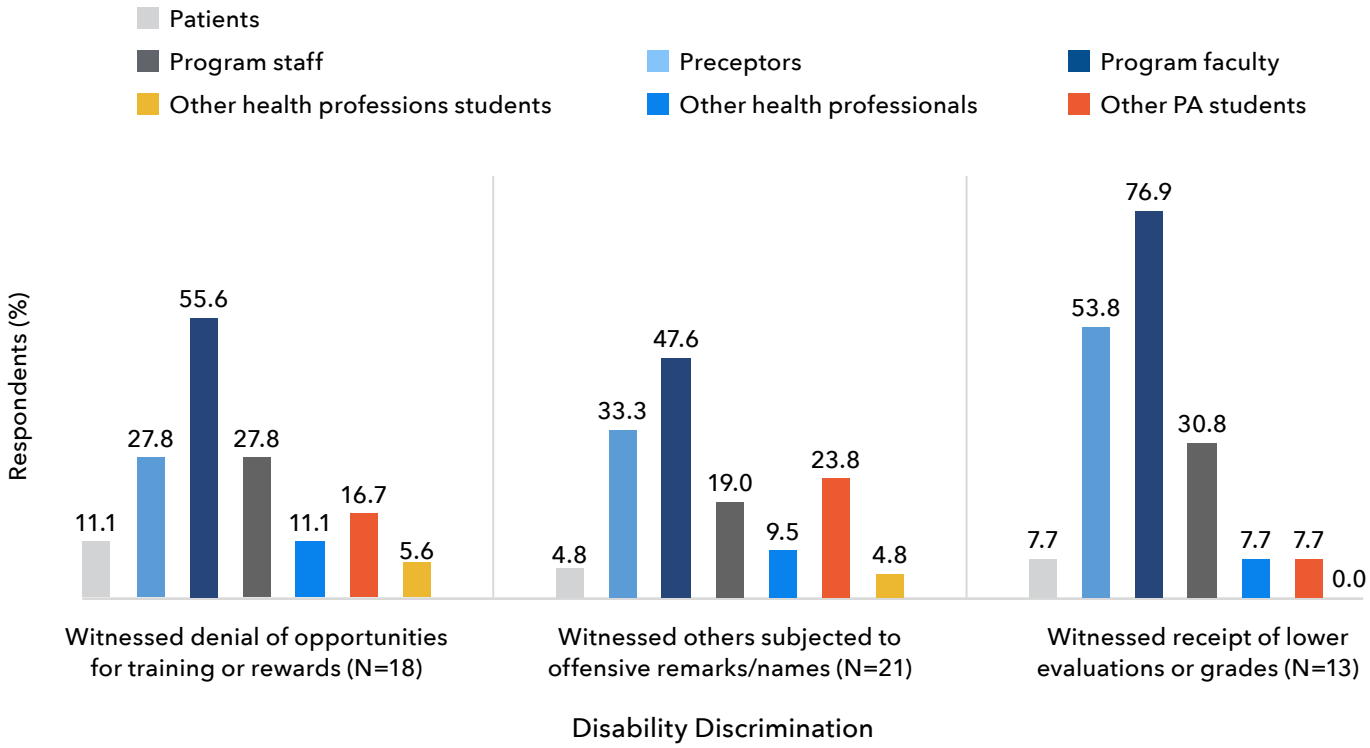


Note: "% Reporting" represents the proportion of respondents who selected each source of negative events and may sum to more than 100% because respondents could select multiple categories.

FIGURES 17-18. SOURCES OF NEGATIVE EVENTS THAT WERE PERSONALLY EXPERIENCED BY DISCRIMINATION TYPE (%)

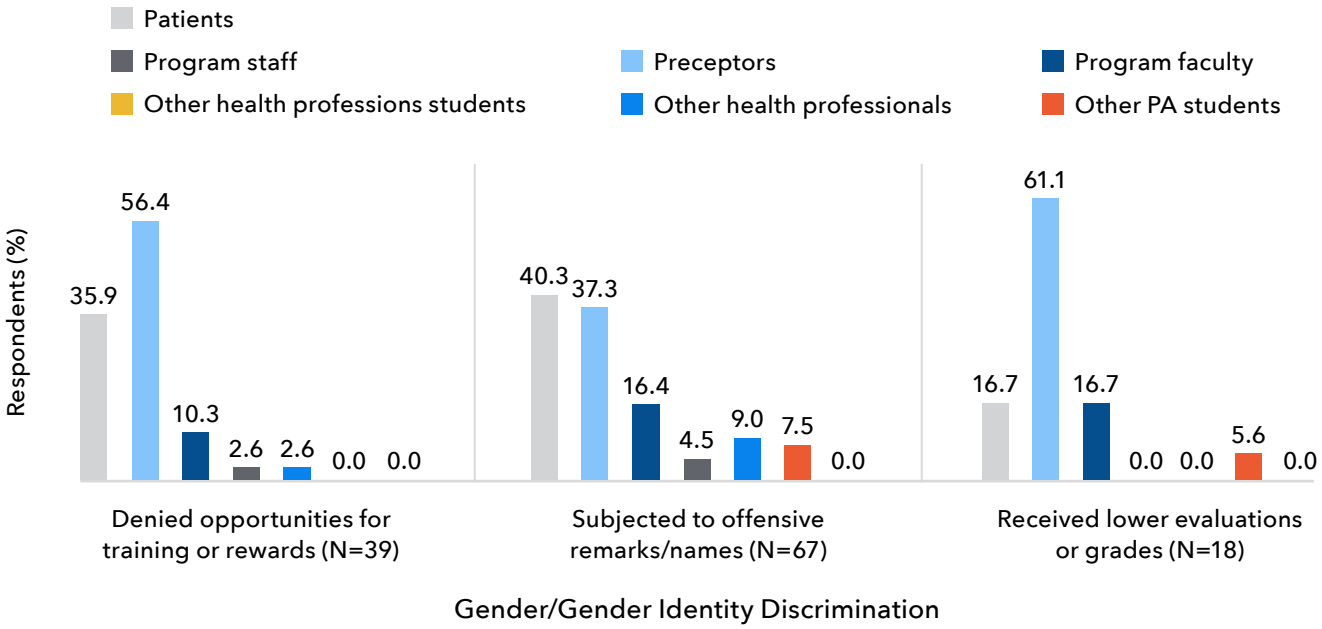


Note: "% Reporting" represents the proportion of respondents who selected each source of negative events and may sum to more than 100% because respondents could select multiple categories.

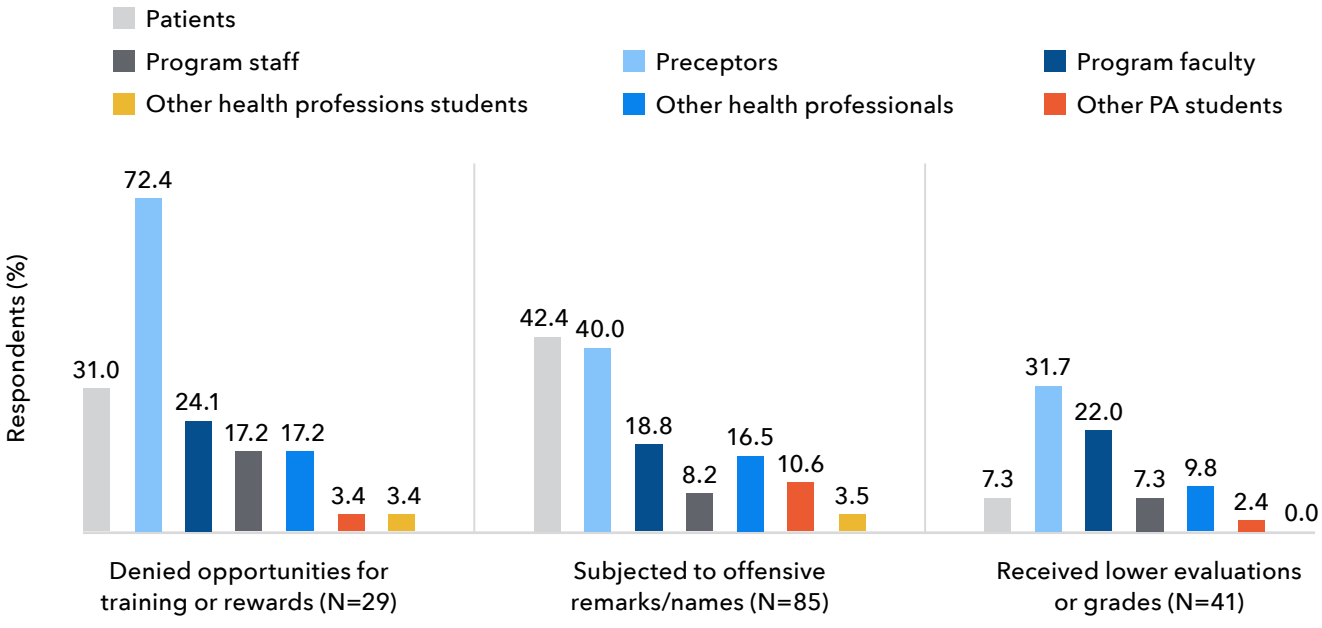


Note: "% Reporting" represents the proportion of respondents who selected each source of negative events and may sum to more than 100% because respondents could select multiple categories.

FIGURES 19-20. SOURCES OF NEGATIVE EVENTS THAT WERE PERSONALLY EXPERIENCED BY DISCRIMINATION TYPE (%)

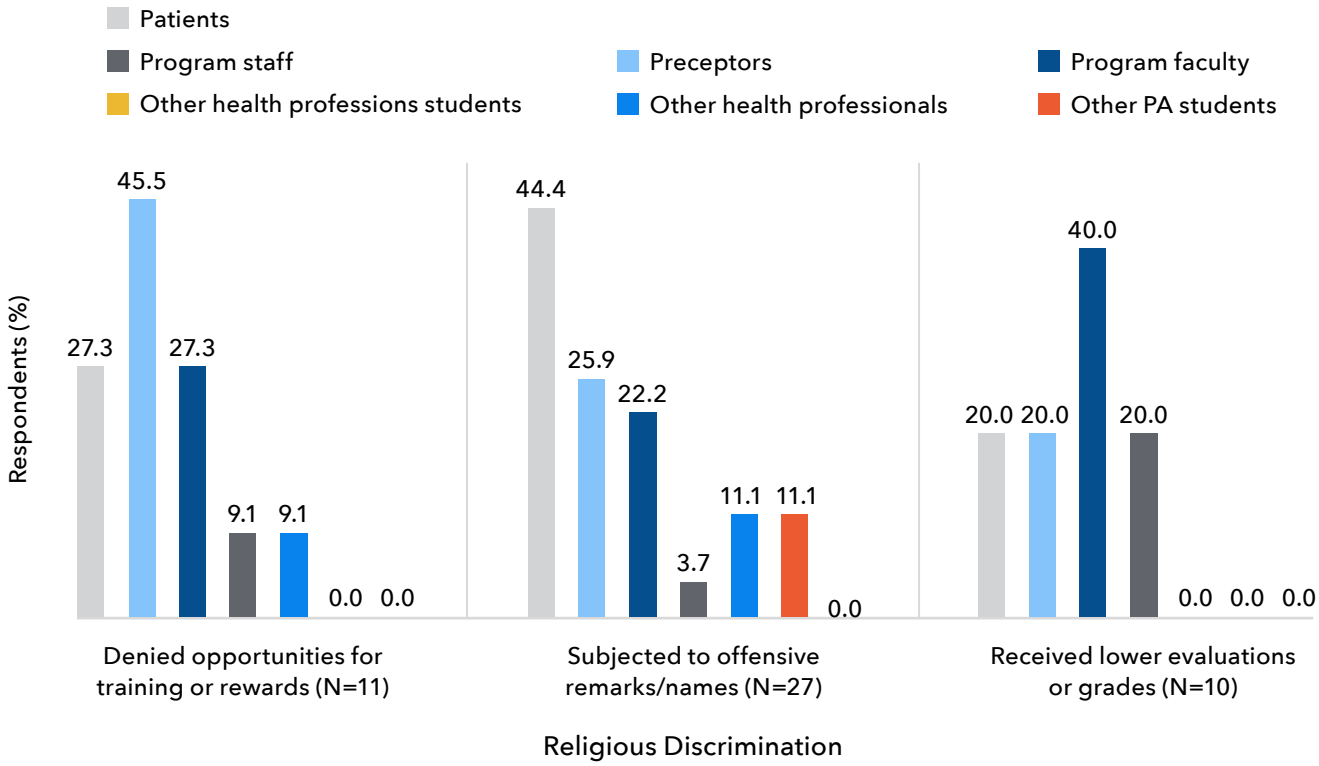


Note: "% Reporting" represents the proportion of respondents who selected each source of negative events and may sum to more than 100% because respondents could select multiple categories.

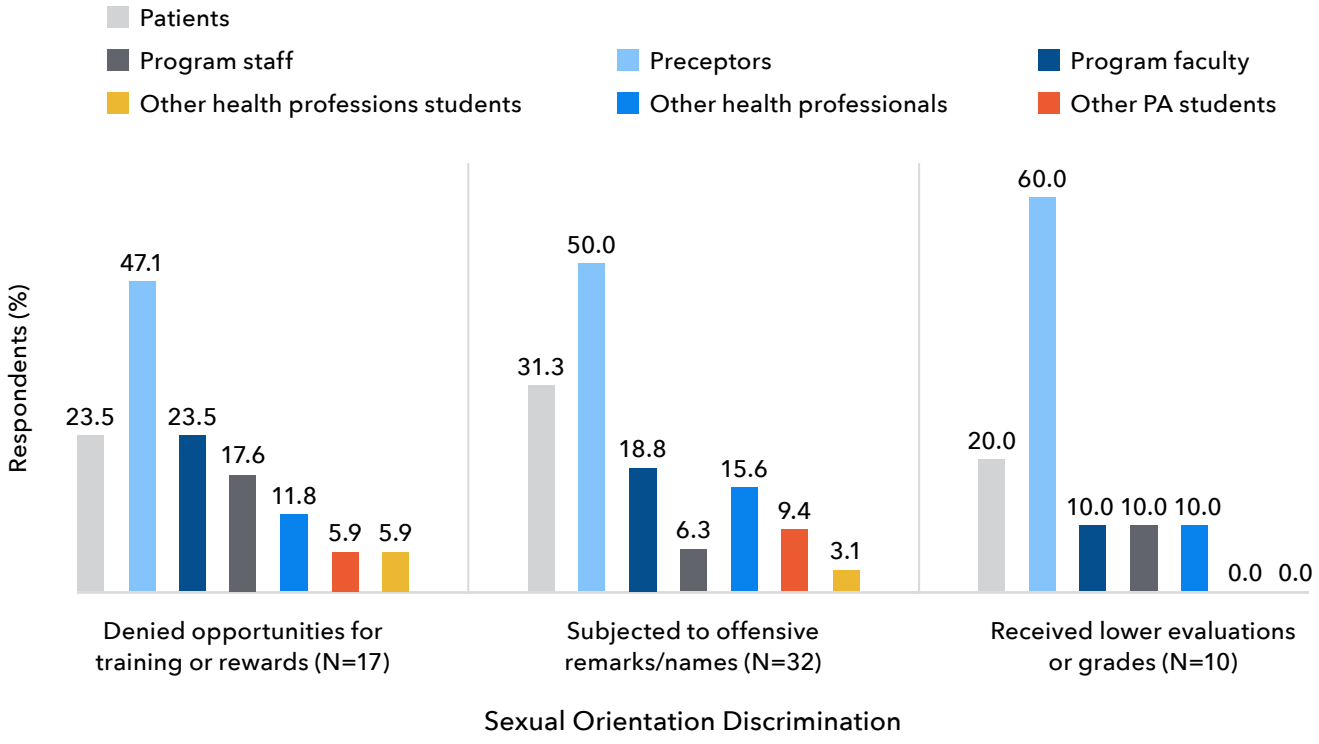


Note: "% Reporting" represents the proportion of respondents who selected each source of negative events and may sum to more than 100% because respondents could select multiple categories.

FIGURES 21-22. SOURCES OF NEGATIVE EVENTS THAT WERE PERSONALLY EXPERIENCED BY DISCRIMINATION TYPE (%)



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



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

TABLE 86: REASONS FOR NOT REPORTING INCIDENTS

	Experienced personally		Witnessed	
	n	**%**	***n***	**%**
Did not know what to do	55	12.2	81	19.7
Did not know who to report incident(s) to	43	9.6	62	15.1
Did not think anything would be done about it	180	40.1	156	38.0
Fear of reprisal	100	22.3	91	22.1
Handled incident(s) by myself	149	33.2	51	12.4
Incident(s) did not seem important enough to report	281	62.6	128	31.1
Student(s) subjected to the incident(s) asked me not to report it	N/A	N/A	78	19.0
Other	35	7.8	34	8.3
Total	**449**	**-**	**411**	**-**

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

FIGURE 23: IDENTITY DISCRIMINATION OR HARASSMENT

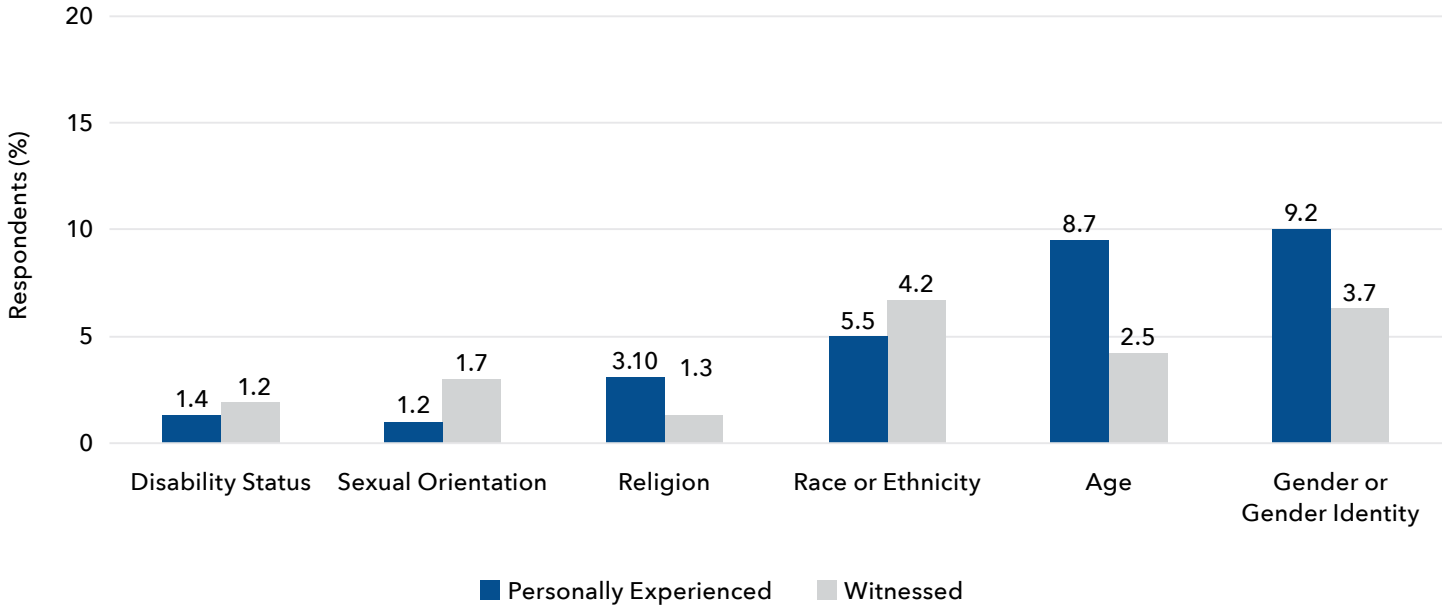


Figure 23 displays the proportion of responding students who reported either personally experiencing or witnessing other students being discriminated against or harassed based on facets of their identities. Reports of being discriminated against or harassed for each facet of identity were based on students' combined reports of any of the following experiences:

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