PAEA **RESEARCH**

Curriculum Report 1 | Prerequisites

By the Numbers | Data from the 2015 Prerequisite Survey

PÆA

PAEA

Curriculum Report 1: Prerequisites

BY THE NUMBERS: DATA FROM THE 2015 PREREQUISITE SURVEY

LIST OF TABLES

LIST OF FIGURES

INTRODUCTION

Physician Assistant Education Association

Founded in 1972, the Physician Assistant Education Association (PAEA) is the only national organization representing PA educational programs in the United States. At the time of the 2015 Prerequisite Curriculum Survey administration, PAEA represented 194 member programs. For more information about PAEA and our products and services, visit PAEAonline.org.

METHODS

The Survey Instrument

The survey consisted of five sections:

1. General Information: Information about program geographic distribution, private vs. public status, and AHC status

2. Prerequisite Coursework and Academics: Pre-professional program phase information, minimum required GPAs for entry into program, reason(s) for requiring a minimum GPA, types of courses and number of credit hours or minimum grades required for entry into the program

3. Health Care Experience: Requirement status for health care experience, types of and restrictions on required health care experience hours

4. Applications and Admissions: Information about on-site interviews, writing samples, minimum required test scores, personal statements, references, and program deposits, as well as number of applications received, acceptance letters sent, and matriculants

5. Overall Program Questions: Information about formulas for converting clock hours to credit hours for lecture and laboratory instruction, number of academic credits required for completion of program, modes of instruction, mission statement, and special tracks

Survey Administration and Enhancements

The form, content, and timing of the PAEA Curriculum Survey have shifted throughout the last three decades. From 1983–1984 to 1990–1991, the survey was administered annually as part of the Annual Program Survey, and then its administration was pared down to once every three or four years. The last Curriculum Survey Report was issued in 2010. Acknowledging the survey burden imposed by requiring program directors to complete two relatively long surveys each year, in 2014, the PAEA Research Council and Research team decided to split the Curriculum Survey into three parts, corresponding to the major phases of PA school curriculum: the prerequisites/admissions phase, the didactic phase, and the clinical phase. Moving forward, the administration of these three surveys will be rotated every summer. Thus far, the Prerequisite Survey was administered in 2015, the Didactic Curriculum Survey administered in 2016, and the Clinical Curriculum Survey administered in 2017. A report on each of the survey results will be released the year following administration.

The 2015 Prerequisite Survey was sent to 194 member PA program directors in June 2015. PAEA Research staff sent email reminders to non-respondents via Qualtrics™ survey software and conducted follow-up calls between July and September 2015. Research staff conducted follow-up calls until 193 member PA programs had completed the survey. The survey closed in September 2015. The survey yielded an overall response rate of 99.5% based on the 193 respondents; however, the response rate is lower for some items.

Data Cleaning and Analysis

Responses to multiple-choice questions were checked for logical consistency and examined for extreme values and possible errors. In cases of obvious misinterpretations or inconsistencies in the responses to specific items, respondents were contacted for clarification. Responses that fell outside of reasonable parameters were not included in the analyses. The number of responses to individual survey items varied slightly. The tables and figures presented in this report display aggregate data from the respondents. All data are reported for PAEA member programs only.

In general, analyses of the data consisted of producing descriptive statistics on the variables of interest — percentages, arithmetic mean (*M*), median (*Mdn*), standard deviation (*SD*), range, and percentiles. For some tables and figures, percentages will not equal 100% due to rounding or when multiple responses were allowed. Total columns in tables and figures may be designated by *n* (P) for the number of programs reporting. All GPAs are reported on a 4.0 scale.

SECTION 1. GENERAL INFORMATION

FIGURE 1. GEOGRAPHIC DISTRIBUTION OF PA PROGRAMS BY US CENSUS BUREAU REGIONS & DIVISIONS
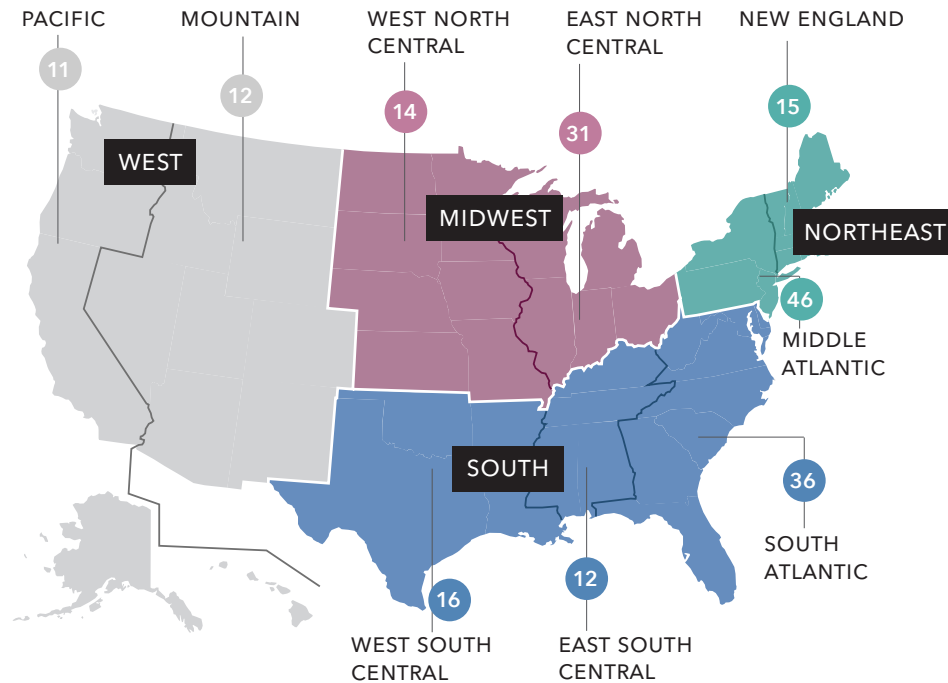
REGION 1 NORTHEAST
61 PROGRAMS

DIVISION 1 NEW ENGLAND
Connecticut
Maine
Massachusetts
New Hampshire
Rhode Island
Vermont

DIVISION 2 MIDDLE ATLANTIC
New Jersey
New York
Pennsylvania

REGION 2 MIDWEST
45 PROGRAMS

DIVISION 3 EAST NORTH CENTRAL
Indiana
Illinois
Michigan
Ohio
Wisconsin

DIVISION 4 WEST NORTH CENTRAL
Iowa
Kansas
Minnesota
Missouri
Nebraska
North Dakota
South Dakota

REGION 3 SOUTH
64 PROGRAMS

DIVISION 5 SOUTH ATLANTIC
Delaware
District of Columbia
Florida
Georgia
Maryland
North Carolina
South Carolina
Virginia
West Virginia

DIVISION 6 EAST SOUTH CENTRAL
Alabama
Kentucky
Mississippi
Tennessee

DIVISION 7 WEST SOUTH CENTRAL
Arkansas
Louisiana
Oklahoma
Texas

REGION 4 WEST
23 PROGRAMS

DIVISION 8 MOUNTAIN
Arizona
Colorado
Idaho
New Mexico
Montana
Utah
Nevada
Wyoming

DIVISION 9 PACIFIC
Alaska
California
Hawaii
Oregon
Washington

TABLE 1. PUBLIC/PRIVATE STATUS

	n (P)	%
Private, non-profit	112	58.03
Public	60	31.09
Private, for-profit	15	7.77
Public/private hybrid	4	2.07
Military	1	0.52
Total	**193**	**100.00**

FIGURE 2. ACADEMIC HEALTH CENTER STATUS
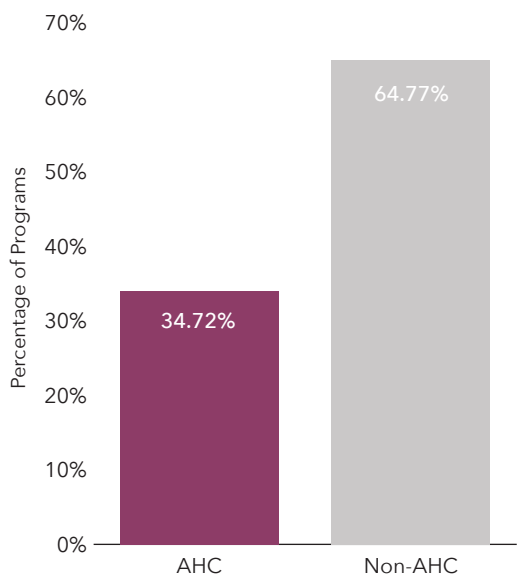
TABLE 2. NUMBER OF PROGRAMS WITH A PRE-PROFESSIONAL PHASE

	n (P)	%
No	162	83.51
Yes	32	16.49
Total	**194**	**100.00**

Table 2 Four programs with pre-professional phases only accept professional PA students from their pre-professional pool of students (i.e., all students are admitted as undergraduates into the pre-professional phase). All four PA programs that only accepted students into the pre-professional track cited a curriculum connection with the professional phase of the program as a reason for only accepting students in the pre-professional phase. The four programs also reported that, on average, 70.3% of students admitted to the pre-professional phase advanced to the professional phase of the program.

SECTION 2. PREREQUISITE COURSEWORK & ACADEMICS

TABLE 3. GPA CATEGORIES IN WHICH MINIMUM IS REQUIRED

	n (P)	%
Minimum GPA not required	13	6.74
Minimum GPA required	179	92.75
Overall undergraduate GPA	161	89.94
Science undergraduate GPA	106	59.22
Program-specific required prerequisites	38	21.23
Biology, Chemistry, Physics (BCP) GPA	13	7.26

Table 3 Program-specific required prerequisites refer to a minimum combined GPA of a program-determined bundle of prerequisite courses.

Note: Programs could choose multiple categories, therefore percentage column will not add up to 100.

TABLE 4. MINIMUM REQUIRED GPA BY CATEGORY

	n (P)	Range	*M*	*SD*	*Mdn*
Overall undergraduate GPA	159	2.50–3.60	2.99	0.13	3.00
Science undergraduate GPA	105	2.60–3.40	2.99	0.13	3.00
Program–specific required prerequisites	35	2.33–3.20	2.98	0.16	3.00
Biology, Chemistry, Physics (BCP) GPA	12	2.75–3.40	3.05	0.16	3.00
Other GPA	48	2.00–3.40	2.96	0.21	3.00

TABLE 5. REASONS PROGRAMS REQUIRE A MINIMUM GPA FOR ENTRY

	Overall Undergraduate GPA		Science Undergraduate GPA		Biology, Chemistry, Physics (BCP) GPA	
	n (P)	%	*n* (P)	%	*n* (P)	%
Shown to predict ability to complete the program	125	64.77	86	44.56	11	5.70
Narrow the applicant pool	82	42.49	51	26.42	5	2.59
University or graduate school requirement	50	25.91	21	10.88	3	1.55
Other	6	3.11	4	2.07	0	0.00

Note: Programs could choose multiple categories, therefore percentage column will not add up to 100.

TABLE 6. REQUIRED PREREQUISITE COURSES FOR ENTRY INTO PROFESSIONAL PHASE OF PA PROGRAM

	n (P)	%
Abnormal Psychology	27	13.99
Basic Mathematics or Algebra	53	27.46
Biochemistry	90	46.63
Calculus	13	6.74
Cell Biology	12	6.22
Developmental Psychology	29	15.03
English Composition	23	11.92
Foreign Language	4	2.07
General Biology	127	65.80
General Chemistry	155	80.31
General Psychology	118	61.14
Genetics	50	25.91
Human Anatomy	175	90.67
Human Physiology	177	91.71
Medical Terminology	68	35.23
Microbiology	158	81.87
Organic Chemistry	103	53.37
Other Behavioral Science course	2	1.04
Other Biology course	12	6.22
Other Chemistry course	5	2.59
Other Math course	6	3.11
Other Science course	6	3.11
Physics	7	3.63
Social Science	8	4.15
Statistics	132	68.39
Other	8	4,15

Note: Programs could choose multiple categories, therefore percentage column will not add up to 100.

TABLE 7. MINIMUM REQUIRED SEMESTER CREDIT HOURS FOR PREREQUISITE COURSES

	n (P)	Range	*M*	*SD*	*Mdn*
Abnormal Psychology	26	2.00–3.00	2.96	0.20	3.00
Basic Mathematics or Algebra	50	3.00–6.00	3.20	0.73	3.00
Biochemistry	82	2.00–7.00	3.29	0.62	3.00
Calculus	13	3.00–3.00	3.00	–	3.00
Cell Biology	11	3.00–4.00	3.55	0.52	4.00
Developmental Psychology	26	2.00–3.00	2.92	0.27	3.00
Foreign Language	4	3.00–8.00	5.00	2.45	4.50
General Biology	117	3.00–8.00	5.67	2.10	5.00
General Chemistry	144	2.00–12.00	6.10	2.27	8.00
General Psychology	103	2.00–6.00	3.04	0.46	3.00
Genetics	47	2.00–6.00	3.05	0.53	3.00
Human Anatomy	163	1.00–8.00	4.03	1.29	4.00
Human Physiology	163	2.00–8.00	3.95	1.20	4.00
Medical Terminology	51	1.00–4.00	1.71	0.86	1.00
Microbiology	143	2.00–5.00	3.53	0.55	4.00
Organic Chemistry	93	1.00–8.00	4.05	1.43	4.00
Physics	5	3.00–4.00	3.60	0.55	4.00
Statistics	119	1.00–4.00	2.93	0.40	3.00
Other	50	1.00–15.00	5.01	3.21	3.00

TABLE 8. MINIMUM REQUIRED GRADES FOR PREREQUISITE COURSES

	n (P)	Range	*M*	*SD*	*Mdn*
Abnormal Psychology	21	2.00–3.00	2.14	0.37	2.00
Basic Mathematics or Algebra	41	2.00–3.00	2.21	0.43	2.00
Biochemistry	69	2.00–3.00	2.19	0.42	2.00
Calculus	10	2.00–3.00	2.20	0.45	2.00
Cell Biology	7	2.00–3.00	2.29	0.49	2.00
Developmental Psychology	25	2.00–3.00	2.31	0.49	2.00
Foreign Language	3	2.00–2.00	2.00	–	2.00
General Biology	92	2.00–3.00	2.16	0.41	2.00
General Chemistry	115	2.00–3.00	2.22	0.43	2.00
General Psychology	82	2.00–3.00	2.19	0.40	2.00
Genetics	41	2.00–3.00	2.24	0.46	2.00
Human Anatomy	137	2.00–3.00	2.22	0.44	2.00
Human Physiology	138	2.00–3.00	2.24	0.45	2.00
Medical Terminology	50	2.00–3.00	2.18	0.43	2.00
Microbiology	121	2.00–3.00	2.22	0.44	2.00
Organic Chemistry	76	2.00–3.00	2.19	0.43	2.00
Physics	3	3.00–3.00	3.00	–	3.00
Statistics	104	2.00–3.00	2.21	0.43	2.00
Other	47	2.00–3.00	2.17	0.39	2.00

TABLE 9. REASON MINIMUM GRADE REQUIRED FOR PREREQUISITE COURSES

	Foundation for Program Course		Substitute for Course(s) Not Included in the Program Curriculum		Institutional Requirement		State Requirement	
	n (P)	%	n (P)	%	n (P)	%	n (P)	%
Abnormal Psychology	27	13.99	0	0.00	2	1.04	0	0.00
Basic Mathematics or Algebra	45	23.32	1	0.52	7	3.63	2	1.04
Biochemistry	88	45.60	2	1.04	2	1.04	0	0.00
Calculus	12	6.22	0	0.00	2	1.04	0	0.00
Cell Biology	11	5.70	0	0.00	1	0.52	0	0.00
Developmental Psychology	29	15.03	1	0.52	1	0.52	0	0.00
Foreign Language	3	1.55	0	0.00	2	1.04	0	0.00
General Biology	124	64.25	1	0.52	5	2.59	0	0.00
General Chemistry	152	78.76	2	1.04	6	3.11	2	1.04
General Psychology	108	55.96	1	0.52	3	1.55	2	1.04
Genetics	49	25.39	1	0.52	1	0.52	1	0.52
Human Anatomy	174	90.16	1	0.52	4	2.07	2	1.04
Human Physiology	175	90.67	2	1.04	5	2.59	2	1.04
Medical Terminology	65	33.68	4	2.07	0	0.00	0	0.00
Microbiology	152	78.76	6	3.11	4	2.07	2	1.04
Organic Chemistry	99	51.30	2	1.04	4	2.07	0	0.00
Physics	7	3.63	0	0.00	0	0.00	0	0.00
Statistics	127	65.80	5	2.59	6	3.11	1	0.52
Other	55	28.50	2	1.04	8	4.15	2	1.04

Note: Programs could choose multiple categories, therefore the percentage column will not add up to 100.

Table 9 *"Foundation for Program Course" refers to a prerequisite in place because it prepares students for a course in the PA program. "Substitute for Course(s) Not Included in the Program Curriculum" refers to a prerequisite in place because the course will not be taught in the PA program. "Institutional Requirement" refers to a prerequisite in place because it is required by the college or the university in which the PA program is housed. "State Requirement" refers to a prerequisite in place because the state in which the PA program is located mandates it as a prerequisite.*

TABLE 10. RESTRICTIONS ON ACCEPTING PREREQUISITE COURSES

	Time Limit		Not Web-Based		Upper Division		Full Sequence		Lab Required		Other	
	n (P)	%	*n* (P)	%	*n* (P)	%	*n* (P)	%	*n* (P)	%	*n* (P)	%
Abnormal Psychology	7	3.63	0	0.00	4	2.07	2	1.04	0	0.00	0	0.00
Basic Mathematics or Algebra	18	9.33	0	0.00	5	2.59	2	1.04	0	0.00	1	0.52
Biochemistry	41	21.24	8	4.15	22	11.40	4	2.07	21	10.88	3	1.55
Calculus	4	2.07	0	0.00	0	0.00	1	0.52	1	0.52	0	0.00
Cell Biology	4	2.07	1	0.52	6	3.11	1	0.52	3	1.55	0	0.00
Developmental Psychology	12	6.22	2	1.04	2	1.04	3	1.55	0	0.00	1	0.52
Foreign Language	1	0.52	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
General Biology	53	27.46	20	10.36	12	6.22	20	10.36	79	40.93	3	1.55
General Chemistry	71	36.79	28	14.51	8	4.15	28	14.51	110	56.99	7	3.63
General Psychology	33	17.10	7	3.63	3	1.55	4	2.07	1	0.52	3	1.55
Genetics	23	11.92	4	2.07	9	4.66	2	1.04	2	1.04	2	1.04
Human Anatomy	97	50.26	37	19.17	24	12.44	25	12.95	115	59.59	8	4.15
Human Physiology	103	53.37	37	19.17	28	14.51	25	12.95	95	49.22	7	3.63
Medical Terminology	21	10.88	0	0.00	3	1.55	4	2.07	1	0.52	0	0.00
Microbiology	81	41.97	25	12.95	19	9.84	6	3.11	84	43.52	7	3.63
Organic Chemistry	47	24.35	16	8.29	16	8.29	10	5.18	61	31.61	6	3.11
Physics	2	1.04	0	0.00	0	0.00	0	0.00	1	0.52	1	0.52
Statistics	45	23.32	6	3.11	7	3.63	6	3.11	0	0.00	3	1.55
Other	22	11.40	6	3.11	16	8.29	3	1.55	2	1.04	2	1.04

Note: Programs could choose multiple categories, therefore percentage column will not add up to 100.

Table 10 "Time Limit" means that the PA program does not accept prerequisite courses if they were completed earlier than a specified number of years. "Not Web-Based" means the PA program does not accept prerequisite courses if they were completed in an online environment. "Upper Division" means that the PA program will only accept as prerequisites upper division courses in a topic. "Full Sequence" means that the PA program will only accept prerequisites in a topic if the applicant has taken a program-determined number of upper division courses in the topic.

SECTION 3. HEALTH CARE EXPERIENCE

TABLE 11. REQUIRED HEALTH CARE EXPERIENCE FOR ENTRY INTO PROFESSIONAL PHASE OF PROGRAM

	n (P)	%
Yes	111	58.73
No	27	14.29
Recommended	51	26.98
Total	**189**	**100.0**

FIGURE 3. REQUIREMENT STATUS OF TYPES OF HEALTH CARE EXPERIENCE FOR ENTRANCE INTO PROFESSIONAL PHASE OF PROGRAM

Shadowing other health care provider
74.73%
22.00%
3.30%

Not required
Preferred
Required

Non-health care volunteering/community service
48.94%
45.74%
5.32%

Health care volunteering/community service
28.57%
62.24%
9.18%

Shadowing a PA
13.51%
60.36%
21.90%

Direct patient care
0.00%
21.82%
78.18%

Other health care
47.87%
44.68%
7.40%

0%   20%   40%   60%   80%
Percentage of Programs with Health Care Experience Requirements
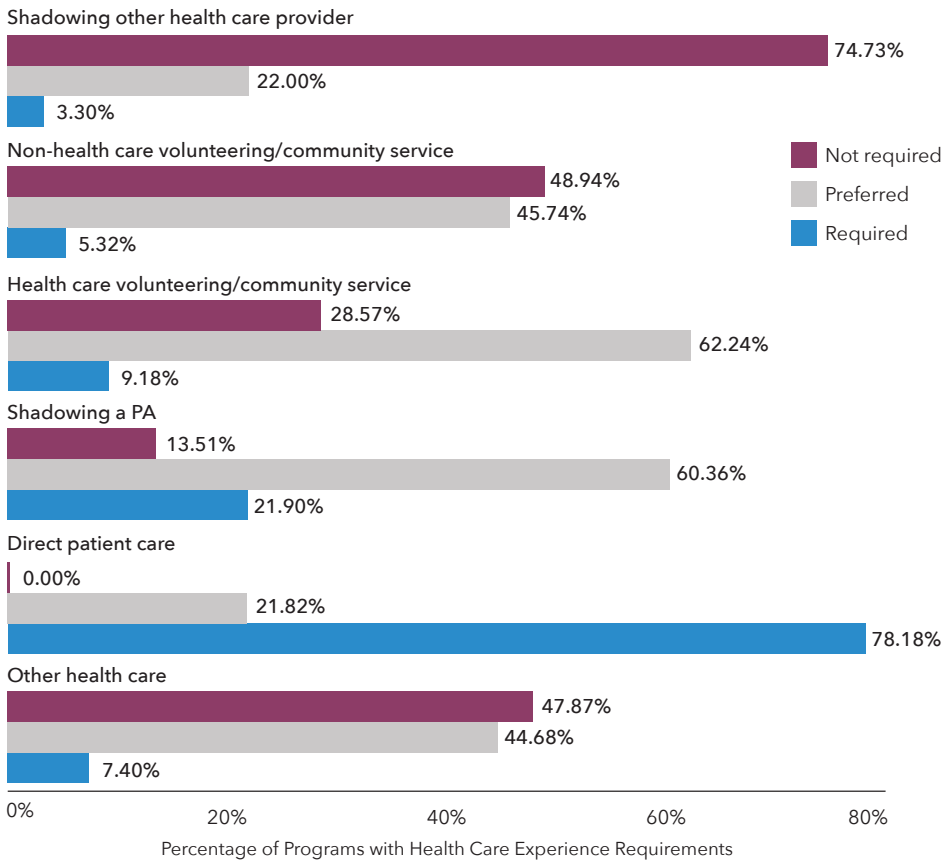
Figure 3 Only programs that indicated that they required health care experience for entry into the professional phase of the program answered this question. Therefore, the percentages corresponding to each of the health care experience requirements here are taken out of 111 programs that require health care experience for entry into the professional phase of the program.

Note: n (P) *= 111.*

TABLE 12. MINIMUM NUMBER OF HOURS REQUIRED FOR EACH TYPE OF HEALTH CARE EXPERIENCE

	n (P)	M	SD	P10	P25	P50 (Mdn)	P75	P90
Direct patient care	85	733.82	576.58	200.00	300.00	500.00	1,000.00	1,700.00
Shadowing a PA	19	77.42	117.80	8.00	20.00	24.00	100.00	250.00

Note: All zeroes excluded from analysis.

Table 12 Just over half of the 111 responding programs (53.2%) reported that they allowed on-the-job training and internships to count toward HCE hours; 46.8% did not. While 88.3% of programs did not require health care experience hours to be completed within a time limit, 11.7% of programs did.

SECTION 4. APPLICATIONS AND ADMISSIONS

TABLE 13. REQUIRED ON-SITE INTERVIEW

	n (P)	%
Yes	186	98.41
No	3	1.59
Total	**189**	**100.00**

FIGURE 4. REASON(S) FOR REQUIREMENT OF ON-SITE INTERVIEW

Evaluate applicants' interpersonal and communication skills (n = 186)
98.41%

Evaluate applicants' professionalism and behavior issues (n = 180)
95.24%

Evaluate applicants' dedication to PA career (n = 159)
84.13%

Assess whether applicants' goals align with the program's goals/mission (n = 150)
79.37%

Help applicants in their decision to choose a program (n = 149)
78.84%

Evaluate applicants' ability to work in teams (n = 114)
60.32%

Other (n = 7)
3.70%

0%   20%   40%   60%   80%   100%

Percentage of Program Responses

Figure 4 Only programs that indicated that they require an on-site interview (n = 189) saw and responded to this question.

Note: Programs could choose multiple categories, therefore percentage column will not add up to 100.

FIGURE 5. TYPES OF FORMATS FOR INTERVIEWS WITH PROSPECTIVE STUDENTS
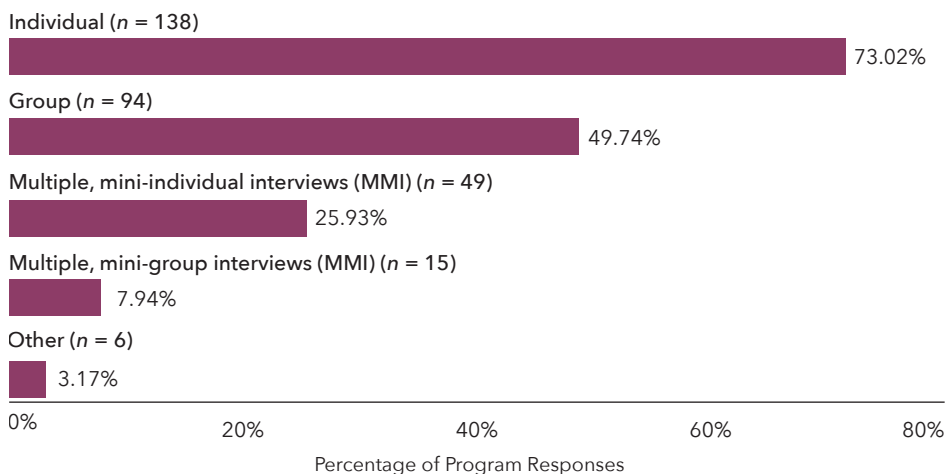
Individual (*n* = 138)
73.02%

Group (*n* = 94)
49.74%

Multiple, mini-individual interviews (MMI) (*n* = 49)
25.93%

Multiple, mini-group interviews (MMI) (*n* = 15)
7.94%

Other (*n* = 6)
3.17%

0%   20%   40%   60%   80%

Percentage of Program Responses

Note: Programs could choose multiple categories, therefore percentage column will not add up to 100. n (P) = 189.

TABLE 14. PARTICIPANTS IN THE INTERVIEW PROCESS

	n (P)	%
PA program faculty	186	98.41
Clinicians	118	62.43
Current students	102	53.97
Graduated students (alumni)	102	53.97
Non-PA program faculty	97	51.32
Program staff	9	4.76
University administration	7	3.70
Community members	4	2.12
Other	13	6.88

Note: Programs could choose multiple categories, therefore percentage column will not add up to 100.

TABLE 15. REQUIRED ON-SITE EXAMS AS PART OF INTERVIEW PROCESS

	n (P)	%
No exams required	161	88.95
Basic Science	5	2.76
Math Skills	2	1.10
Other	13	7.18
Total	**181**	**100.00**

TABLE 16. REQUIRED SPONTANEOUS WRITING SAMPLE

	n (P)	%
Yes	103	55.38
No	83	44.62
Total	**186**	**100.00**

TABLE 17. PURPOSE OF REQUIRING A WRITING SAMPLE

	n (P)	%
Evaluate communication skills	41	22.04
Score as part of evaluation	34	18.28
Compare with CASPA writing sample	9	4.84
Not scored, but considered in applicant admission decision	5	2.69
Other	15	8.06

Note: Responses were given in free-text format, not multiple choice. These categories are the result of deductive thematic coding. This question was only asked of programs that indicated that they require an on-site interview. n (P) = 186.

TABLE 18. MINIMUM REQUIRED TEST SCORES FOR ENTRY INTO PROGRAM

	n (P)	Range	M	SD	Mdn
GRE: Total	22	280.00–310.00	295.73	7.02	299.00
GRE: Verbal Reasoning	14	130.00–155.00	148.07	6.31	150.00
GRE: Quantitative Reasoning	14	130.00–155.00	146.21	6.28	147.00
GRE: Analytic writing	16	2.00–5.00	3.56	0.73	4.00
TOEFL: internet-based	43	26.00–115.00	85.00	19.62	85.00
TOEFL: paper-based	20	500.00–650.00	552.85	29.08	550.00
IELTS	9	6.00–7.00	6.78	0.44	7.00

TABLE 19. REQUIRED NARRATIVE OR PERSONAL STATEMENT

	n (P)	%
Yes, we use CASPA	116	61.38
Yes, we use CASPA and require an additional component	54	28.57
Yes, but we do not use CASPA	14	7.41
No, we do not require a narrative component	3	1.59
Other	2	1.06
Total	**189**	**100.00**

Table 19 Programs that use CASPA and require an additional component have either added customized questions to their CASPA student portal or to a supplemental application to CASPA managed externally.

TABLE 20. TYPES OF REQUIRED REFERENCES

	n (P)	%
No restrictions on type of reference	78	41.94
PA	67	36.02
Physician	52	27.96
Academic reference (e.g., teacher, professor)	44	23.66
Other health care provider	33	17.74
Employer	22	11.83
Other reference	7	3.76

Note: Programs could choose multiple categories, therefore percentage column will not add up to 100. n (P) = 193.

Table 21 177 programs (91.7%) reported an average of 2.8 required references for prospective students.

TABLE 21. TIMING OF ADMISSIONS

	n (P)	%
Rolling or quasi-rolling	130	68.78
All admissions decisions sent on one date	56	29.63
Other	3	1.59
Total	**189**	**100.00**

TABLE 22. AMOUNT OF PROGRAM DEPOSIT ($)

	n (P)	M	SD	P10	P25	P50 (Mdn)	P75	P90
Deposit amount ($)	175	712.49	414.93	280.00	500.00	500.00	1,000.00	1,110.00

Table 22 176 programs (93.1%) indicated that they require a deposit in order to secure a seat for a prospective student.

TABLE 23. REFUNDABLE DEPOSIT STATUS

	n (P)	%
Non-refundable	156	89.14
Fully refundable	8	4.57
Partially refundable	5	2.86
Refundable for emergencies only	5	2.86
Other	1	0.57
Total	**175**	**100.00**

TABLE 24. CASPA PARTICIPATION

	n (P)	%
Yes	174	92.06
No	15	7.94
Total	**189**	**100.00**

Table 24 Of the 174 programs that reported participating in CASPA, 112 (64.4%) required a supplemental application.

TABLE 25. PREFERENCE OR SPECIAL CONSIDERATIONS FOR UNIQUE CHARACTERISTICS OF PROSPECTIVE STUDENTS

	n (P)	%
Veteran	59	30.57
From an underserved area	45	23.32
Alumnus preference	43	22.28
Deferrals from previous year	35	18.13
Economically disadvantaged	32	16.58
Rural	31	16.06
Environmentally (educationally) disadvantaged	28	14.51
Legacy preference	19	9.84
State residents	16	8.29
Local area residents	8	4.15
Students from another school that PA program has articulation agreement with	5	2.59
First generation college students	1	0.52
None	56	29.02
Other	11	5.70

Note: Programs could choose multiple categories, therefore percentage column will not add up to 100. n (P) = 193.

TABLE 26. ACCEPTANCE RATES PER YEAR

	n (P)	Range	M (%)	SD (%)	Mdn (%)
2014–2015 Academic Year	152	0.24–52.12	9.70	7.84	8.00
2013–2014 Academic Year	138	2.42–47.37	10.67	8.38	8.06
2012–2013 Academic Year	124	1.18–41.89	10.17	7.28	7.93

TABLE 27. NUMBER OF APPLICATIONS RECEIVED, ADMISSIONS ACCEPTANCE LETTERS SENT, AND MATRICULANTS BY YEAR

	n (P)	Range	M	SD	Mdn
Applications Received					
2014-2015 Academic Year	165	71.00–3,000.00	922.19	590.00	800.00
2013-2014 Academic Year	149	68.00–2,900.00	845.37	533.88	700.00
2012-2013 Academic Year	132	74.00–2,800.00	845.14	528.89	719.00
Admissions Acceptance Letters Sent					
2014-2015 Academic Year	153	2.00–196.00	62.00	34.70	50.00
2013-2014 Academic Year	139	15.00–189.00	63.35	33.79	53.00
2012-2013 Academic Year	125	9.00–185.00	62.50	34.81	50.00
Matriculants					
2014-2015 Academic Year	167	2.00–147.00	45.43	22.90	40.00
2013-2014 Academic Year	154	9.00–150.00	45.97	23.02	40.00
2012-2013 Academic Year	139	9.00–152.00	45.54	22.66	40.00

Note: Zeroes removed from analysis.

SECTION 5. OVERALL PROGRAM INFORMATION

TABLE 28. FORMULA USED FOR CONVERTING CLOCK HOURS TO CREDIT HOURS FOR LECTURE INSTRUCTION

	n (P)	%
1 credit = 15 clock/contact hours	124	67.76
1 credit = 12 clock/contact hours	17	9.29
1 credit = 10 clock/contact hours	7	3.83
1 credit = 14 clock/contact hours	4	2.19
1 credit = 16 clock/contact hours	5	2.73
No formula	6	3.28
Other formula	20	10.93
Total	**183**	**100.00**

TABLE 29. FORMULA USED FOR CONVERTING CLOCK HOURS TO CREDIT HOURS FOR LABORATORY INSTRUCTION

	n (P)	%
1 credit = 30 clock/contact hours	61	34.27
1 credit = 15 clock/contact hours	38	21.35
1 credit = 45 clock/contact hours	33	18.54
No formula	5	2.81
Other formula	41	23.03
Total	**178**	**100.00**

TABLE 30. NUMBER OF ACADEMIC CREDITS REQUIRED FOR COMPLETION OF PROGRAM

	n (P)	Range	*M*	*SD*	*Mdn*
Didactic coursework/Classroom phase	184	27.00–148.00	65.84	16.90	65.00
Clinical coursework/Clinical rotations/ Supervised clinical practice	183	9.00–80.00	46.12	13.14	46.00
Other hours	20	1.00–61.00	9.30	13.83	5.00

TABLE 31. PRIMARY MODE OF INSTRUCTION

|	*n* (P)	%
Lecture/lab	94	50.00
Combination of lecture/lab and patient-based learning (PBL)/case-based learning/team-based Learning (TBL)	84	44.68
Patient-based learning/Case-based learning/Team-based learning	6	3.19
Other	4	2.13
Total	**188**	**100.00**

FIGURE 6. PROGRAM'S OVERALL MISSION
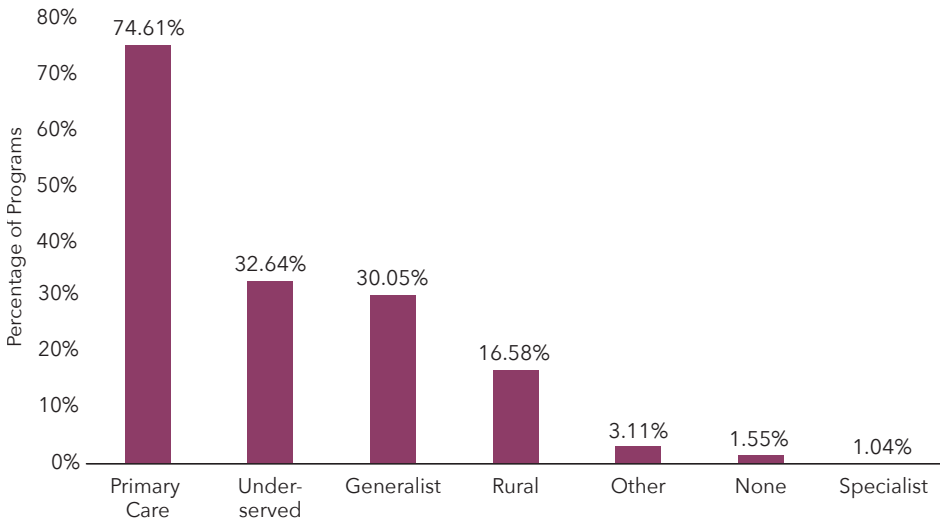
Figure 6 *In addition to reporting the focus of their mission statement, programs were asked whether they had any special curriculum tracks (e.g., rural medicine, emergency medicine). 164 (90.6%) programs reported that they do not have special tracks; 17 (9.4%) reported that they do have special tracks.*

UPDATES

November 2017

Table 27 – removed % symbols from header row