



**2022 AAPA-PAEA Research
Seminar Series**

Exploring the Data and Research From PA Associations

**Andrej Kozikowski, PhD
Derek Henderson
Daphne Mills, PhD**

February 25, 2022
12:30 - 2:30 p.m. EST

Moderator

Brent Buesking, MPA
Program Manager

Research and Diversity, Equity, and Inclusion
PAEA

About the Webinar Series

- The webinars are held monthly from January through October
- The schedule is available in the “2022 AAPA-PAEA Research Seminar Series” course in Learning Central
- The recordings will be available on Learning Central



Meet the Presenters

Andrej Kozikowski, PhD

National Commission on Certification of Physician Assistants

Derek Henderson

American Academy of PAs

Daphne Mills, PhD

Physician Assistant Education Association



Data and Research

Andrzej Kozikowski, Ph.D.

Thank You!

Note: For PDF Handout contact Andrzej Kozikowski, PhD;
andrzejk@nccpa.net

For more information contact:
Andrzej Kozikowski, PhD; andrzejk@nccpa.net

Reports: <https://www.nccpa.net/resources/nccpa-research/>

AAPA RESEARCH AND DATA

Derek Henderson, Research Data Coordinator
February 25, 2022

Major Surveys:

AAPA Salary Survey

Demographics of the Profession

- Personal, practice, leadership data

Compensation and Benefits

Perceptions of the Profession

Sampling and Timing

- All PAs
- February

Years Available

- Current iteration: 2015 to present
- Other data available: 1990 to 2015

Major Surveys:

PA Student Survey (PASS)

Yearly Topics

- Personal and Anticipated Practice Demographics
- Student Experiences and Wellbeing

Biennial Topics

- **Even years:** Experiences applying to PA school
- **Odd years:** Experiences with bias

Sampling and Timing

- All PA Students (and pre-PA students)
- February

Years Available

- 2020 to present

NEW in 2022!
Pre-PA Student
Experiences

Major Surveys:

PA Practice Survey (PAPrS)

Yearly Topics

- Personal & practice demographics
- Morale and burnout

Biennial Topics

- **Even years:** Tasks and team composition
- **Odd years:** Patients and prescribing patterns

Sampling and Timing

- 24,000 randomly selected PAs over the year
- 2022: May/Jun, Nov

Years Available

- 2017 to present

**Apply to include
questions**

Research Available to the Public:

Current AAPA Research Papers and Posts

AAPA Data Doses

- PA Experiences During COVID-19 Six Months Into the Pandemic
- PAs in Federal Employment

AAPA Data Briefs

- Insights into the Primary Care PA Experience During COVID-19: 6 Months In
- Insights into the PA Experience During COVID-19: 6 Months In

AAPA Research Publications

- Depression, Burnout, and Professional Outcomes among Physician Assistants
- Reasons Physician Assistants Leave Their Jobs

Keep up to date on the AAPA Research page: [Publications & Data Briefs](#)

Public File Documentation

- Keep up to date on the AAPA Research page: [Bibliography & Resources](#)
- Documentation: summary of data and survey instrument
- Data available upon approval of your application
- PII will not be available
- More to follow

Salary Survey

- 2018, 2019, 2020

PA Practice Survey (PAPrS)

- 2019, 2020

PA and NP Workplace Experiences (PA data only)

- 2018

AAPA Research Support Services: Projects

Independent Projects

- Relationship between PA demographics and career flexibility
- Relationship between measures of burnout and job supports

Collaborative Projects

- Establishing factors that predict job satisfaction and intent to disengage
- Gender disparities in PA peer-reviewed publications

AAPA Research Support Services: Survey Support

Add Questions to an AAPA Survey

- PAs in locum tenens roles
 - 2022 AAPA Salary Survey
- PA experiences in telehealth
 - Ongoing

Add Sections to an AAPA Survey

- Understanding PA experiences in clinical trials
 - 2022 AAPA Salary Survey

Connect Your Survey to Our Survey (Pass-throughs)

- Barriers to collaborative practice among PAs in Primary Care
 - 2022 AAPA Salary Survey

AAPA Research Support Services: Requesting Research Support

Requesting Case-Level Data or Fielding A Survey

- <https://www.aapa.org/research/application-for-aapa-survey-support/>
- Research: [Data Requests & Research Support](#)
- Public use data documentation is available online to facilitate this process

Timing

- Generally 1 month for review and decision

Capabilities and Limitations

- Based on organizational strategy and impact to profession

Currently resources are booked about 1 year in advance so please plan ahead!

Types of Data

- Practice Demographics
- Leadership Data
- Burnout Data
- Compensation and Benefits Data
- Procedures and tasks performed by PAs
- Conditions Treated and Types of Patients Seen
- Student Data

*Much of this is over time (as far back as 1990)
and data files can be merged in some cases*

Questions?

Thanks!
Research@aapa.org



PAEA Research

Daphne C Mills, PhD – Director of Research & Data Analysis

**Data and
Reports**





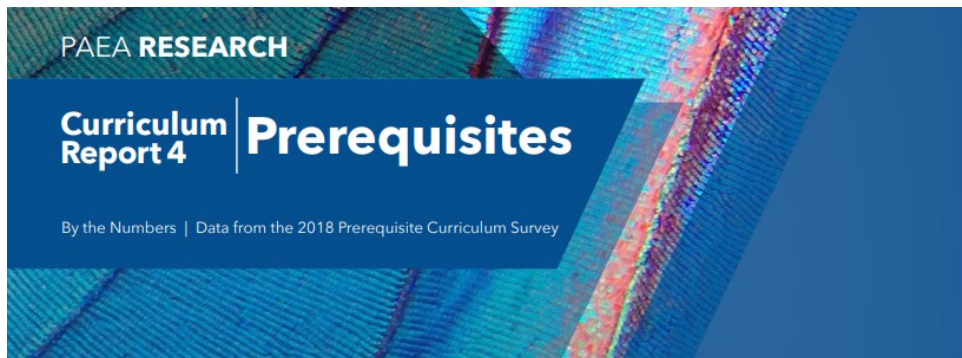
SURVEYS & REPORTS

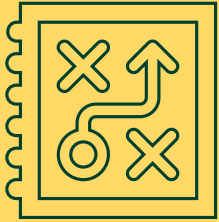
- **Program Survey (PS)**
- **Curriculum Survey (CS)**
 - **Prerequisites**
 - **Didactic curriculum**
 - **Clinical curriculum**
- **Faculty & Directors Survey (FS)**
- **Matriculating Student Survey (MSS)**
- **End of Program Survey (EOPS)**
- **COVID-19 Impact Survey Series ★**

★ Limited survey series

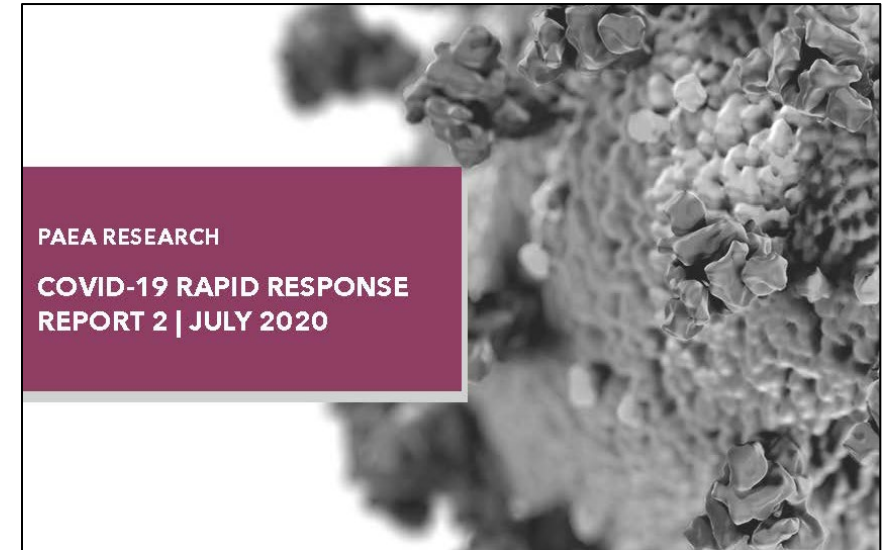
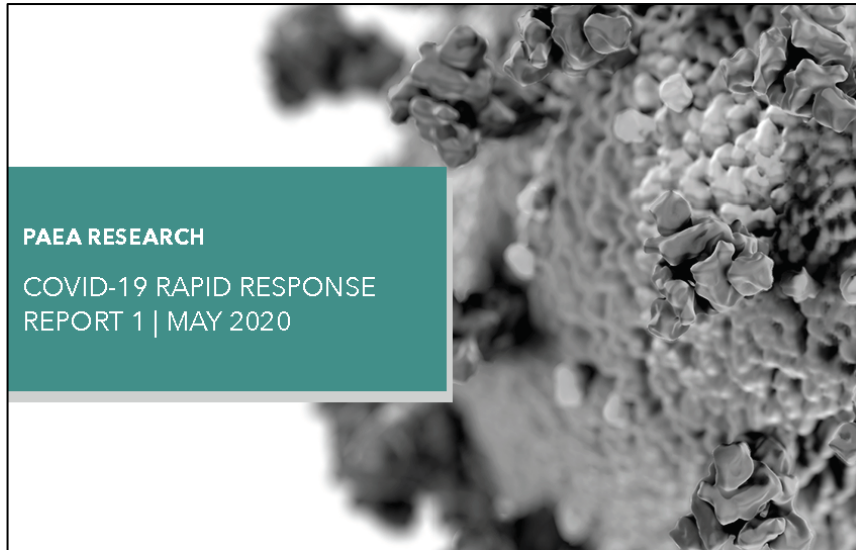


SURVEYS & REPORTS





COVID-19 RAPID RESPONSE REPORTS



Types of Data

Unrestricted Data

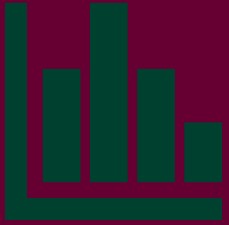
- Available through web sites, reports, publications, or other means of public access
- Already aggregated into reports and individual responses and are not identifiable

Restricted Data

- Not published or generally available for general consumption but are owned by the Association
- Released restricted data will not include program or individual identification
- The staff will work with the requester to provide data files that are likely to meet the research objectives while protecting the identity of individual institutions and members

Confidential Data

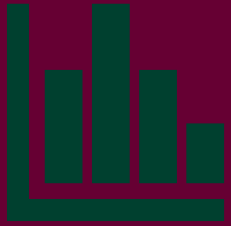
- Identifiable individual or program information that cannot be released without:
 - Specific permission from the Research Team
 - A compelling rationale
 - Approval from the investigator's institution's IRB
- Confidential data cannot be published, reported, or disseminated in any manner that could potentially serve to identify individuals or programs



**RESEARCH
&
DATA
SERVICES**

Data on Demand Formats

- **Data are available in two formats:**
 - **Custom Reports**
 - **Raw Data**
- **PAEA does not release member contact information or distribute surveys for researchers**



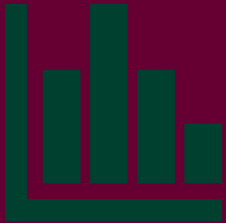
**RESEARCH
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SERVICES**

Data on Demand: Custom Reports

- Reports for benchmarking, evaluation, and program decision-making
- Pick a cohort of programs – we do the analysis for the members
- Example requests
 - Student-to-faculty ratio
 - Faculty salaries
 - CASPA applicants
 - Student attrition
 - Faculty degrees



Data on Demand: Raw Data



RESEARCH
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	FI	FJ	FK	FL	FM	FN	FO	FP
1	CREATIVITY	PERSONAL_V	FLEXIBLE	HIGH_INCOMA	AUTONOMY	LEADERSHIP	INNOVATION	SOCIAL_STA
2		4	2	4	4	2	3	2
3		2	4	4				
4		2	2	2				
5		4	4	4				
6		2	3	3				
7		3	3	3				
8		4	4	4				
9		3	3	2				
10								
11		3	4	4				
12		3	3	3				
13		2	3	3				
14		3	4	3				
15		3	3	3				
16		3	3	3				
17		2	1	1				
18		4	3	2				

RESEARCH ARTICLE

Knowing Your Worth: Salary Expectations and Gender of Matriculating Physician Assistant Students

Annamarie Streilein, MHS, PA-C; Brandi Leach, PhD; Christine Everett, PhD, MPH, PA-C; Perri Morgan, PhD, PA-C

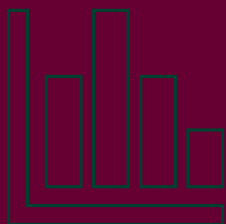
Purpose The male-female wage gap is present and persistent in the health care sector, even among physician assistants (PAs). Explanations for the persistent gender earnings gap include differential salary expectations of men and women based, in part, on women's lower pay entitlement. The purpose of this study was to examine differences in salary expectations between male and female matriculating PA students nationwide, adjusting for other factors expected to affect salaries and pay expectations of both male and female matriculants.

Methods Using data from the Physician Assistant Education Association Matriculating Student Survey of 2013, 2014, and 2015, we investigated the relationship between first-year PA students' gender and their salary expectations after graduation using a multinomial logistic regression analysis. We controlled for possible confounders by including independent variables measuring student demograph-

ics, background characteristics, qualifications, future career plans, and financial considerations.

Results We found that female PA students were less likely than male PA students to expect a salary of \$80,000–\$89,999 (Odds Ratio [OR] = 0.73), \$90,000–\$99,999 (OR = 0.58), or \$100,000 or greater (OR = 0.42) in comparison to an expected salary of less than \$70,000, when controlling for our independent variables.

Conclusions Our analysis shows that on entry into PA training programs, female PA students' earnings expectations are less than those of male PA students. Our results are consistent with research, suggesting that women typically expect lower pay and systematically undervalue their contributions and skills in comparison to men. Physician assistant programs should consider strategies to promote realistic salary expectations among PA students as one way to promote earnings equity.



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Personalized Student Reports (MSS and EOPS)



Personalized Student Insights: 2021 Matriculating Student Survey

PROGRAM NAME

CREATED 25 MAY, 2021

About This Report	2
Health and Well-Being	3
Quality of Life	3
Perceived Stress	3
Current Obstacles Related to COVID-19 Pandemic	3
PA School Application Process	5
Reasons to Pursue a PA career	5
Number of Programs Applied to, Interviewed by, and Accepted At	5
Consideration of Career in Other Health Professions	5
Reasons to Attend PA School Instead of Other Health Profession Program	5
Factors Influencing Decision to Become a PA	6
Consideration of Program Attributes When Choosing PA Programs	6
Importance of Program Attributes When Choosing PA Programs	7
Influences of Program Experiences on Decision to Accept Admissions Offer At Current Program	8
Importance that Program Curriculum Covers Selected Topics	8
Future Practice Plans	10
Desirability of Various Practice Environments	10
Desirability of Working with a Medically Underserved Community	10
Desirability of Various Specialties	10
Finances	12
Additional Semester Credits to Satisfy Prerequisite Requirements	12
Cost of Applying to PA School	12
Engagement of Paid Services to Prepare for PA School	13
Educational Loans for Graduate, Professional Phase of PA Education	13

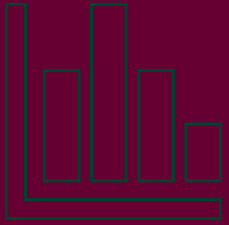


Personalized Student Insights: 2021 End of Program Survey

PROGRAM NAME

CREATED 25 MAY, 2021

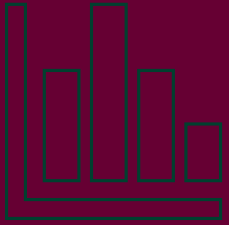
About This Report	2
Health and Well-Being	3
Quality of Life	3
Perceived Stress	3
Current Obstacles Related to COVID-19 Pandemic	4
Clinical Preparatory Instruction	5
How Well Didactic Courses Prepared Students for Clinical Rotations	5
Evaluation of Didactic Instruction in Topic Areas (%)	6
Supervised Clinical Practice Experiences	7
Quality of Clinical Rotation Educational Experiences	7
Preceptor Experiences	8
Interprofessional Education (IPE)	9
IPE Experiences During PA Education	9
IPE Effectiveness	9
Assessment of Amount of IPE Experiences	9
Satisfaction with and Utilization of Institutional Support Services	10
Institutional Student Support Services	10
Confidence in Core Competencies for New PA Graduates	11
Confidence in Core Competencies for New PA Graduates	11
PA Program Experiences	12
Psychological Sense of School Membership	12
Overall Satisfaction with Program and Career Choice	12
Satisfaction with Program Attributes	12
Negative Experiences in PA School	13
Personally Experienced Negative Events	13
Mistreatment Based on Identity Domains	13
Qualitative Program Feedback	14
Strengths of Program's Didactic (Classroom/Lab) Curriculum	15
Weaknesses of Program's Didactic (Classroom/Lab) Curriculum	16
Strengths of Program's Clinical Curriculum	17
Weaknesses of Program's Clinical Curriculum	18
Strengths of Teaching Methodologies (e.g., Simulation Labs, OSCEs, Standardized Patients) Used in Program's Didactic and Clinical Curricula	19



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Personalized Student Data: Matriculating Students

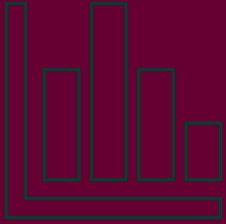
- **PAEA accepts applications from member programs to access their own consenting students' MSS responses**
- **Programs can apply for either identified data (i.e., including consenting students' names) or deidentified data (i.e., excluding students' names and other personally identifying information)**



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DATA ON DEMAND: RAW DATA

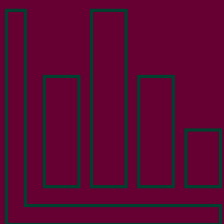
CASPATM



RESEARCH & DATA SERVICES

RAW DATA: CASPA APPLICANT- LEVEL DATA

- **Decision status**
- **Demographic information**
- **GPA by year and by subject**
- **Official GRE scores and percentiles**
- **Environmental/educational disadvantages (HRSA indicators)**
- **College and secondary attendance**
- **Health care experience, employment, and other “hours”**
- **Licensures and certifications**
- **Parent/guardian information**
- **Much more...**



RESEARCH & DATA SERVICES

C	2021-22 Cycle	2020-21 Cycle	2019-20 Cycle	2018-19 Cycle	2017-18 Cycle	2016-17 Cycle
Cal State Apply	Cal State Apply	Cal State Apply	Cal State Apply	Cal State Apply	Cal State Apply	
CASAA	CASAA	CASAA	CASAA	CASAA	CASAA	CASAA
CASPA	CASPA	CASPA	CASPA	CASPA	CASPA	CASPA

Field Name	Identifier	Data Type	Has Many	Lookup	Exportable	Scoreable	Searchable	Mergeable
Sophomore Total Quality Points	sophomore_total_quality_points	float	No		Yes	Yes	Yes	No
English is not my primary language.	english_not_native_language	boolean	No		Yes	Yes	Yes	No
I am a high-school drop-out who received AHS diploma or GED or I am receiving public assistance.	holds_ahs_ged_or_receives_public_assistance	boolean	No		Yes	Yes	Yes	No
I am from a family that lives in an area that is designated as a Health Professional Shortage Area, or a Medically Underserved Area.	health_professional_shortage_area	boolean	No		Yes	Yes	Yes	No
I am from a family that receives public assistance (e.g., Aid to Families with Dependent Children, food stamps, Medicaid, public housing).	family_receives_public_assistance	boolean	No		Yes	Yes	Yes	No
I am from a school district where 50% or less of graduates go to college or where college education is not encouraged.	fifty_percent_or_less_go_to_college	boolean	No		Yes	Yes	Yes	No
I am the first generation in my family to attend college (neither my mother nor my father attended college).	first_generation_enrollment	boolean	No		Yes	Yes	Yes	No
I graduated from a high school at which many of the enrolled students are eligible for free or reduced price lunches.	free_reduced_price_school_lunch	boolean	No		Yes	Yes	Yes	No
I graduated from a high school from which a low percentage of seniors received a high school diploma.	low_percentage_graduate_high_school	boolean	No		Yes	Yes	Yes	No



GRANTS & OPPORTUNITIES



Don Pedersen Research Grants

- Up to \$7,000 to fund a research study
- Preference for early career researchers
- 2020 competition closes on **November 1**



Faculty-Generated Research Grant

- Up to \$50,000 to fund a high-impact research study



AAPA-PAEA Research Fellowship

- 20% FTE buy-out to focus on research
- Developmental seminars and access to organizational data



Support to Advance Research (STAR)

- Include up to 10 questions in the Program Survey



Scientific Meeting Scholarship

- Up to \$2,000 to fund research presentations



Contact:

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