

PTCAS

Provided by  **APTA**

PTCAS 2024-25 Fact Sheet

Highlights and Analysis From the 2024-25 Application Cycle

PTCAS 2024-25 Fact Sheet

2024-25 Cycle Summary

The 2024-25 Physical Therapist Centralized Application Service, or PTCAS, cycle opened on June 17, 2024, and closed on June 2, 2025. The admissions cycle reflects a CAS system that has reached near-universal program participation, stabilized applicant demand following recent modest contraction, and continues to advance access, diversity, and holistic admissions practices across physical therapist education. A summary of key data points, trends, and analysis can be found below, with further information presented within the full fact sheet.

Executive Summary

Participation and Program Engagement

PTCAS participation reached 97% of eligible institutions in 2024–25, up from 93% in 2020–21. A total of 295 institutions participated, including 11 new institutions this cycle, reinforcing PTCAS’s position as the centralized national platform for DPT admissions and as a critical infrastructure for workforce development and data transparency.

Applicant Volume Trends

The 2024–25 cycle saw 79,895 applications from 18,508 applicants, representing a 3.3% increase in applications and a 5.3% increase in applicants compared to the prior year. While application volume remains below its pre-pandemic peak, the year-over-year growth signals early stabilization after several years of modest decline.

Acceptance outcomes remain strong, with 14,267 applicants accepted, yielding an overall acceptance rate of 77.1%, consistent with recent cycles and reflecting evolving applicant-to-seat dynamics across programs.

Program-Level Demand

Despite overall growth in applicant volume, per-program application volume continues to decline, with a mean of 249 applicants per program, down from 386 in 2020–21. This trend highlights increasing variability in program-level demand and underscores the importance of targeted recruitment, differentiated program positioning, and data-informed enrollment strategies at the institutional level.

Applicant Demographics and Access

The applicant pool remains predominantly early-career, with 84% of applicants aged 20 to 25 and a median age of 22. A majority of applicants are female (59.9%), consistent with historical trends in the profession.

Racial and ethnic diversity remains substantial, with 39.2% of applicants identifying as non-white. However, acceptance patterns continue to reflect disparities, as non-white applicants comprised 34.9% of accepted students, underscoring the ongoing importance of holistic review, inclusive recruitment, and equity-focused admissions practices.

Socioeconomic and Educational Background

PTCAS applicants continue to demonstrate meaningful socioeconomic diversity:

- 30.5% reported Pell Grant eligibility
- 18.9% used federal or state assistance
- 18.7% identified as first-generation college students

Many applicants reported experiencing education disruptions or contextual challenges, highlighting the importance of considering these factors in the admissions process.

Academic Preparation

Accepted applicants demonstrate strong academic profiles, with a mean cumulative undergraduate GPA of 3.56 and consistent performance in science and math coursework, with a mean GPA of 3.35 in courses within those typical prerequisite subject areas. Academic trends have remained stable over the past five cycles, indicating predictable academic readiness among matriculating cohorts.

Geographic Distribution

Applicants are nationally distributed, with the largest volumes originating from California, Texas, Florida, New York, and New Jersey. Acceptance patterns largely mirror applicant geography, suggesting regional stability in applicant yield and continued opportunity for targeted outreach in high-volume states.

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PTCAS Applicant and Application Volume Trends

Over the past 17 admissions cycles, PTCAS applicant and application volume have experienced three distinct phases: rapid expansion, sustained decline, and recent stabilization, shifting from a high-growth environment to a post-peak, equilibrium period. While the most recent cycles suggest stabilization, applications per applicant remain well below historic highs. An increased number of available seats, combined with a steady number of applicants, has led to elevated acceptance rates and declining applications per applicant.

Growth Phase (2008-09 to 2015-16)

From the 2008-09 cycle to the 2015-16 cycle, PTCAS experienced significant and consistent growth. Applications increased from 24,293 to 114,027, while applicants increased from 6,112 to 18,475, reflecting both rising interest in the physical therapy profession and expanded program participation. Applications per applicant increased steadily from 4.0 to 6.2, indicating higher applicant competitiveness and broader applicant behavior. Acceptance rates declined modestly during this period (from ~52% to ~47%). Consistent with a more competitive environment.

Table 1: PTCAS Volume Trends

Cycle	Applications	Annual Percentage Change in Applications	Applicants	Annual Percentage Change in Applicants	Applications Per Applicant Ratio	Accepted Applicants	Acceptance Rate
2008–09	24,293	-	6,112	-	4.0	3,197	52.31%
2009–10	40,566	67.0%	9,297	52.1%	4.4	4,805	51.68%
2010–11	56,859	40.2%	11,604	24.8%	4.9	5,943	51.22%
2011–12	73,917	30.0%	13,462	16.0%	5.5	6,684	49.65%
2012–13	87,235	18.0%	15,616	16.0%	5.6	7,177	45.96%
2013–14	96,264	10.4%	16,828	7.8%	5.7	7,722	45.89%
2014–15	104,579	8.6%	17,587	4.5%	5.9	8,214	46.70%
2015–16	114,027	9.0%	18,475	5.0%	6.2	9,227	49.94%
2016–17	118,620	4.0%	19,025	3.0%	6.2	9,707	51.02%
2017–18	112,373	-5.3%	18,359	-3.5%	6.1	10,393	56.61%
2018–19	98,773	-12.1%	17,834	-2.9%	5.5	10,578	59.31%
2019–20	92,225	-6.6%	17,845	0.1%	5.2	11,566	64.81%
2020–21	97,786	6.0%	17,800	-0.3%	5.5	11,815	66.38%
2021–22	94,977	-2.9%	17,862	0.3%	5.3	12,708	71.15%
2022–23	78,866	-17.0%	16,917	-5.3%	4.7	12,916	76.35%
2023–24	77,369	-1.9%	17,575	3.9%	4.4	13,738	78.17%
2024–25	79,895	3.3%	18,508	5.3%	4.3	14,267	77.09%

Plateau and Decline (2016-17 to 2022-23)

Beginning with the 2016-17 cycle, applicant demand plateaued, and application volume began to decline significantly. Total applications peaked at 118,620 in 2016-17, then fell significantly to 78,866 by 2022-23. The number of unique applicants decreased slightly early in this period but remained relatively stable later on. Despite stable applicant numbers, application volume dropped sharply, reducing the applications-per-applicant ratio from 6.2 to 4.7. This indicates that applicants were becoming more selective about the number of programs to which they submitted applications. During this same period, acceptance rates rose steadily, reaching 76.4% in 2022-23, reflecting reduced applicant pressure amid an increased number of available seats.

Stabilization and Rebound (2023-24 to Present)

The most recent two application cycles indicate early signs of stabilization in the applicant pool. Applications increased slightly in the 2024-25 cycle (3.3%) over the previous year with 79,895 applications, while applicants increased 5.3% year-over-year to 18,508 applicants. This reflects the strongest applicant growth since the 2015-16 applicant cycle. Even so, the applications per applicant ratio continued to decline slightly to 4.3, suggesting ongoing shifts in applicant behavior. Acceptance rates remained high at 77.1%, consistent with recent cycles, indicating persistent challenges in aligning applicant volume with program capacity.

In the 2024-25 cycle, PTCAS experienced the strongest rate of applicant pool growth since the 2015-16 application cycle, and the largest applicant pool since the peak in 2016-17.

Program Participation Summary

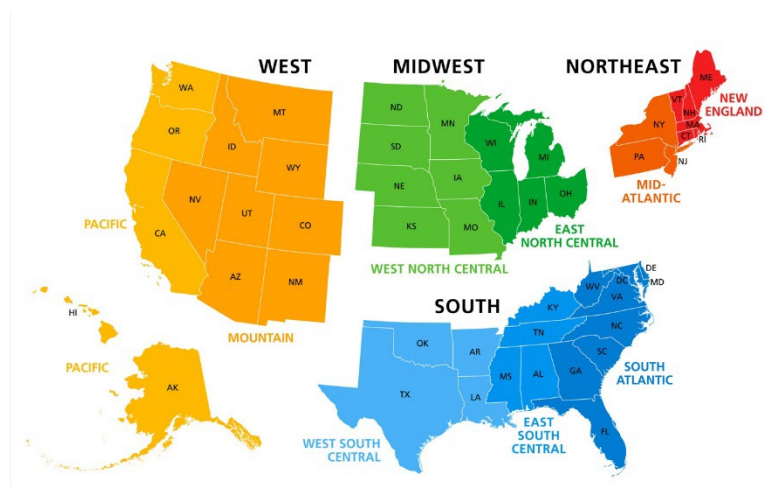
Participation in PTCAS programs continues to increase each year, with nearly all eligible physical therapist education programs now participating.

Table 2: PTCAS Program Participation Trends

	2020-21	2021-22	2022-23	2023-24	2024-25
Total Number of Institutions in PTCAS	240	263	276	284	295
Total Number of Institutions New to PTCAS This Cycle	8	23	13	8	11
Total Number of Institutions Eligible to Be in PTCAS	258	279	292	296	304
Percentage of Institutions Participating in PTCAS	93.0%	94.3%	94.5%	95.9%	97.0%

Participation Growth

The total number of participating sponsoring institutions has risen from 240 to 295 over the last five years, and the number of eligible sponsoring institutions has increased from 258 to 304. This shows that the DPT education landscape is continuing to grow. The number of programs joining PTCAS increased faster than the number of eligible programs. Participation in PTCAS rose from 93% of eligible institutions in 2020-21 to 97% in 2024-25. This shows that PTCAS has become the standard admissions process for DPT programs across the country, ensuring comprehensive national data, strengthening benchmarking, improving analytics, and driving workforce planning. In 2021-2022, PTCAS eligibility standards were adjusted to support new programs, allowing them to enroll their first group of students through the current year's application cycle. Since then, PTCAS has added an average of 11 new eligible programs each year, including 11 in the 2024-2025 year.



Map of regions and subdivisions used by PTCAS, based on U.S. Census Bureau classifications.

Note. From United States Census Regions and Divisions [Photograph], by P. Hermes Furian, 2023, Adobe Stock. (stock.adobe.com)

Regional, Subdivisional, and State Level Participation

When looking at U.S. Census Bureau geographic regions, PTCAS demonstrates strong participation across all regions. The South and West lead with participation rates of 98.1 and 98%, respectively. Following closely are the Northeast and Midwest, with participation rates of 97.2% and 96%. In contrast, U.S. territories have the lowest participation, with only 50% of eligible institutions.

Table 3: Regional Breakdown					
Region	Eligible Institutions		PTCAS Institutions		Participation Rate
	#	Percentage	#	Percentage	
Midwest	75	24.67%	72	24.41%	96.00%
Northeast	72	23.68%	70	23.73%	97.22%
South	106	34.87%	104	35.25%	98.11%
West	49	16.12%	48	16.27%	97.96%
U.S. Territories	2	0.66%	1	0.34%	50.00%
Total	304	100.00%	295	100.00%	

Of the nine subdivisions, five have 100% participation in PTCAS. These subdivisions are East North Central, Mountain, New England, South Atlantic, and West South Central. The remaining four subdivisions and territories have participation rates that range from 50% to 96.6%.

Table 4: Regional Subdivision Breakdown					
Regional Subdivision	Eligible Institutions		PTCAS Institutions		Participation Rate
	#	Percentage	#	Percentage	
East North Central	45	14.80%	45	15.25%	100.00%
East South Central	21	6.91%	19	6.44%	90.48%
Mid-Atlantic	52	17.11%	50	16.95%	96.15%
Mountain	19	6.25%	19	6.44%	100.00%
New England	20	6.58%	20	6.78%	100.00%
Pacific	29	9.54%	28	9.49%	96.55%
South Atlantic	55	18.09%	55	18.64%	100.00%
U.S. Territories	2	0.66%	1	0.34%	50.00%
West North Central	31	10.20%	28	9.49%	90.32%
West South Central	30	9.87%	30	10.17%	100.00%
Total	304	100.00%	295	100.00%	

At the state level, 42* states and U.S. territories with eligible institutions have 100% participation in PTCAS. The remaining eight states and territories — Alabama, California, Minnesota, Mississippi, Missouri, New York, Pennsylvania, and Puerto Rico — have participation rates ranging from 50% to 96%.

*There are no CAPTE-accredited or developing programs in Alaska or Wyoming.

Table 5: DPT Institutions by State/Territory					
State/Territory	Eligible Institutions		PTCAS Institutions		Participation Rate
	Number	Percentage	Number	Percentage	
Alabama	6	1.97%	5	1.69%	83.33%
Alaska	0	0.00%	0	0.00%	N/A
Arizona	7	2.30%	7	2.37%	100.00%
Arkansas	5	1.64%	5	1.69%	100.00%
California	17	5.59%	16	5.42%	94.12%
Colorado	3	0.99%	3	1.02%	100.00%
Connecticut	4	1.32%	4	1.36%	100.00%
Delaware	1	0.33%	1	0.34%	100.00%
Florida	15	4.93%	15	5.08%	100.00%
Georgia	9	2.96%	9	3.05%	100.00%
Hawaii	1	0.33%	1	0.34%	100.00%
Idaho	1	0.33%	1	0.34%	100.00%

Illinois	9	2.96%	9	3.05%	100.00%
Indiana	8	2.63%	8	2.71%	100.00%
Iowa	6	1.97%	6	2.03%	100.00%
Kansas	3	0.99%	3	1.02%	100.00%
Kentucky	5	1.64%	5	1.69%	100.00%
Louisiana	4	1.32%	4	1.36%	100.00%
Maine	2	0.66%	2	0.68%	100.00%
Maryland	2	0.66%	2	0.68%	100.00%
Massachusetts	9	2.96%	9	3.05%	100.00%
Michigan	8	2.63%	8	2.71%	100.00%
Minnesota	6	1.97%	5	1.69%	83.33%
Mississippi	2	0.66%	1	0.34%	50.00%
Missouri	8	2.63%	6	2.03%	75.00%
Montana	1	0.33%	1	0.34%	100.00%
Nebraska	3	0.99%	3	1.02%	100.00%
Nevada	3	0.99%	3	1.02%	100.00%
New Hampshire	2	0.66%	2	0.68%	100.00%
New Jersey	4	1.32%	4	1.36%	100.00%
New Mexico	1	0.33%	1	0.34%	100.00%
New York	25	8.22%	24	8.14%	96.00%
North Carolina	10	3.29%	10	3.39%	100.00%
North Dakota	3	0.99%	3	1.02%	100.00%
Ohio	12	3.95%	12	4.07%	100.00%
Oklahoma	3	0.99%	3	1.02%	100.00%
Oregon	5	1.64%	5	1.69%	100.00%
Pennsylvania	23	7.57%	22	7.46%	95.65%
Puerto Rico	2	0.66%	1	0.34%	50.00%
Rhode Island	2	0.66%	2	0.68%	100.00%
South Carolina	4	1.32%	4	1.36%	100.00%
South Dakota	1	0.33%	1	0.34%	100.00%
Tennessee	8	2.63%	8	2.71%	100.00%
Texas	18	5.92%	18	6.10%	100.00%
Utah	4	1.32%	4	1.36%	100.00%
Vermont	1	0.33%	1	0.34%	100.00%
Virginia	9	2.96%	9	3.05%	100.00%
Washington	6	1.97%	6	2.03%	100.00%
Washington, DC	2	0.66%	2	0.68%	100.00%
West Virginia	3	0.99%	3	1.02%	100.00%
Wisconsin	8	2.63%	8	2.71%	100.00%
Wyoming	0	0.00%	0	0.00%	N/A
Total	304	100.00%	295	100.00%	

Institutional Eligibility and Participation

All CAPTE-accredited and developing programs are eligible to participate in PTCAS if they plan to matriculate a cohort by January of the year following the close of the PTCAS application cycle. Below is a list of institutions that do not participate in PTCAS.

- Auburn University (Ala.)
- San Diego State University (Calif.)
- The Robert Gordon University (International)*
- University of Minnesota
- University of Mississippi Medical Center
- Maryville University of Saint Louis (Mo.)**
- University of Missouri (Mo.)
- Hunter College (N.Y.)
- Misericordia University (Pa.)**
- University of Puerto Rico – Medical Science Campus***

* The program is CAPTE-accredited, but is based outside the U.S. and is not counted in institutional eligibility or participation numbers.

** The program is “freshman entry” with limited or no seats offered for graduate-level or transfer entry and is unlikely to join PTCAS.

*** The program is conducted in Spanish, with the application offered in Spanish only, and is thus unlikely to join PTCAS, which is offered in English only.

Program Application Volume Trend

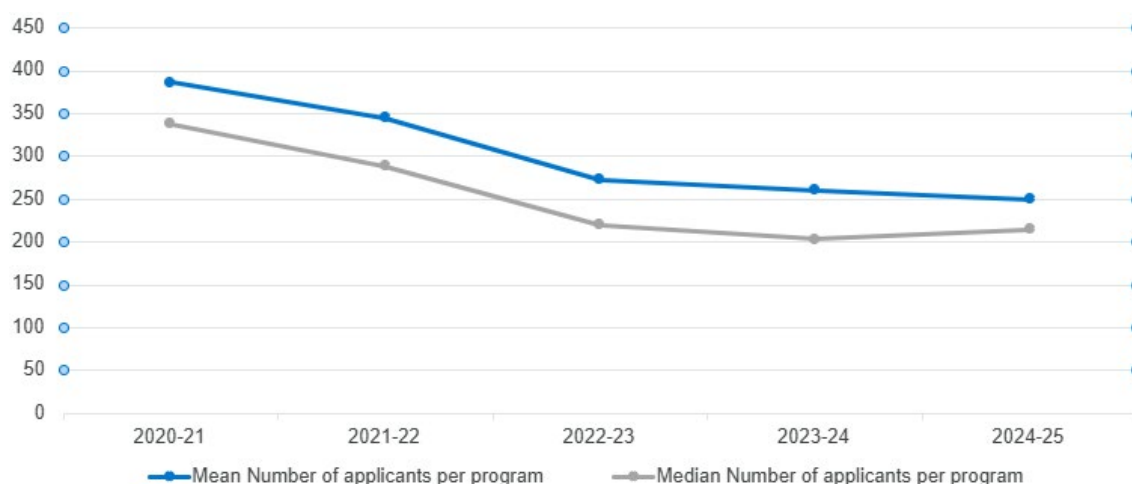
The program application volume trend data indicates a clear and sustained decline in the number of applicants per program. This decline persists even though there has been recent consistency and moderate growth in the overall applicant pool volume.

Table 6: Program Applicant Volume Trends					
	2020-21	2021-22	2022-23	2023-24	2024-25
Mean number of applicants per program	386	344	273	260	249
Median number of applicants per program	337	288	220	203	214
Range in number of applicants per program	13 to 1,818	25 to 1,619	12 to 1,348	18 to 1,331	11 to 1,273

Key Volume Trends

The mean number of applicants per program has declined steadily from 386 in the 2020-21 application cycle to 249 in 2024-25, representing a 35% decrease over the last five cycles. The median number of applicants per program followed a similar pattern, dropping from 337 to 214, confirming that the decline is not driven solely by outliers but rather reflects broad-based shifts in applicant behavior across programs. While the median volume of applicants dipped through 2023-24, the slight increase in 2024-25 suggests early signs of stabilization, though volumes remain significantly below historic levels. PTCAS will continue to monitor this trend.

Figure 1: Program Applicant Volume Trend



Range, Variability, and Interpretation

The range of applicants per program remains wide, indicating persistent variability across institutions. While the lower end of the range remained consistent in the low double digits, the upper end of the range has narrowed significantly, from 1,818 in 2020-21 to 1,273 in 2024-25.

Programs can no longer rely solely on national demand and must craft intentional recruitment strategies.

The declining per-program volume reflects both fewer applications per applicant and a growing number of participating programs that distribute applicants across a larger institutional base. The data suggests a shift away from a highly competitive applicant marketplace toward one where programs increasingly compete with each other for applicants, particularly outside high-demand regions or flagship institutions.

This persistent variability, despite a growing overall applicant pool, reinforces the need for targeted recruitment strategies, differentiated program positioning, and localized enrollment management approaches beyond APTA's national student recruitment campaign, [PT Moves Me](#). Programs can no longer rely solely on national demand and must focus on yield optimization, engagement quality, and value proposition messaging at the local level.

Demographics Overview of PTCAS Applicants and Accepted Students

PTCAS remains a critical platform for monitoring workforce diversity trends and informing evidence-based policy, program decision-making, and local and national student recruitment initiatives. Over the past five cycles, PTCAS data demonstrate measured, sustained progress in applicant diversity, particularly by race and ethnicity, while maintaining equitable and stable outcomes by age and sex. However, acceptance patterns indicate that gains in equity are trailing pipeline growth, underscoring the continued importance of holistic review, institutional benchmarking, and targeted admissions support.

Age

The PTCAS applicant pool remains predominantly early-career, with applicants ages 20-25 accounting for 84.3% of all applicants and 87.3% of accepted students for 2024-25. The mean applicant age is 23.3, with a median of 22, while accepted applicants skew slightly younger, with a mean age of 22.9. Applicants ages 26 and older represent approximately 15%, indicating that continued resources, supports, and access for career changers — particularly those transitioning from PTA to DPT via bridge programs — and nontraditional students should remain a priority. This data reflects a highly stable pool regarding age, shows resilience in the face of an increasingly competitive landscape for early-career applicants, and highlights the growth opportunities that remain for second-career and older applicants.

Table 7: 2024-25 Age Breakdown

Age	All Applicants		Accepted	
	Number	Percentage	Number	Percentage
≤19	106	0.6%	91	0.6%
20–25	15,605	84.3%	12,460	87.3%
26–30	1,798	9.7%	1,093	7.7%
31–35	604	3.3%	381	2.7%
36–40	211	1.1%	123	0.9%
41–45	100	0.5%	65	0.5%
≥46	73	0.4%	48	0.3%
Did not report age	11	0.1%	6	0.0%
Total	18,508	100%	14,267	100%

Mean	23.3	22.9
Median	22	22
Range	15 to 81	18 to 81

Sex and Gender

Across both sex and gender reporting, representation has remained stable and consistent with historical profession trends, with strong participation from women. By sex designation, 59.9% of applicants and 61% of accepted students are female, and approximately 40% are male.

Table 8: 2024-25 Sex Breakdown

	All Applicants		Accepted	
	Number	Percentage	Number	Percentage
Male	7,416	40.1%	5,550	38.9%
Female	11,080	59.9%	8,709	61.0%
Unreported	12	0.1%	8	0.1%
Total	18,508	100.0%	14,267	100.0%

Gender identity data mirrors this distribution, with the majority of applicants (59.4%) and accepted students (60.7%) identifying as female/woman. Those identifying as male/man make up 39.7% of applicants and 38.6% of accepted students. Representation of transgender, nonbinary, and gender-diverse applicants remains low (under 1% of the applicant pool), with acceptance rates generally proportional to application volume.

Table 9: 2024-25 Gender Identity Breakdown

	All Applicants		Accepted	
	Number	Percentage	Number	Percentage
Male/Man	7,355	39.74%	5,500	38.55%
Female/Woman	11,001	59.44%	8,654	60.66%
Trans Male/Trans Man	7	0.04%	5	0.04%
Trans Female/Trans Woman	1	0.01%	1	0.01%
Nonbinary/Third Gender	39	0.21%	31	0.22%
Prefer to Self-Describe	6	0.03%	6	0.04%
Unreported	99	0.53%	70	0.49%
Total	18,508	100.00%	14,267	100.00%

Race and Ethnicity

PTCAS continues to attract a racially and ethnically diverse applicant pool, demonstrating strong and stable growth over the past five years. While there has been a notable increase in racial and ethnic diversity among applicants, acceptance patterns continue to reflect significant disparities.

The data indicates meaningful progress in expanding access and increasing the racial and ethnic diversity of the applicant pipeline. However, there was a slight regression in the proportionality of acceptance for Black and African American applicants. The data also clearly signals that applicant diversity gains are not yet fully translating into acceptance equity, reinforcing the ongoing importance of holistic admissions practices at the program level and the [inclusive recruitment strategies promoted by APTA](#) at the national level.

PTCAS examines three indicators of racial and ethnic diversity in the applicant and accepted student pools: singular grouping into a sole racial or ethnic group, parsing applicants into all racial and ethnic groups they indicate belonging to, and a combination of all racial and ethnic groups considered underrepresented in the physical therapy profession compared to national population statistics.

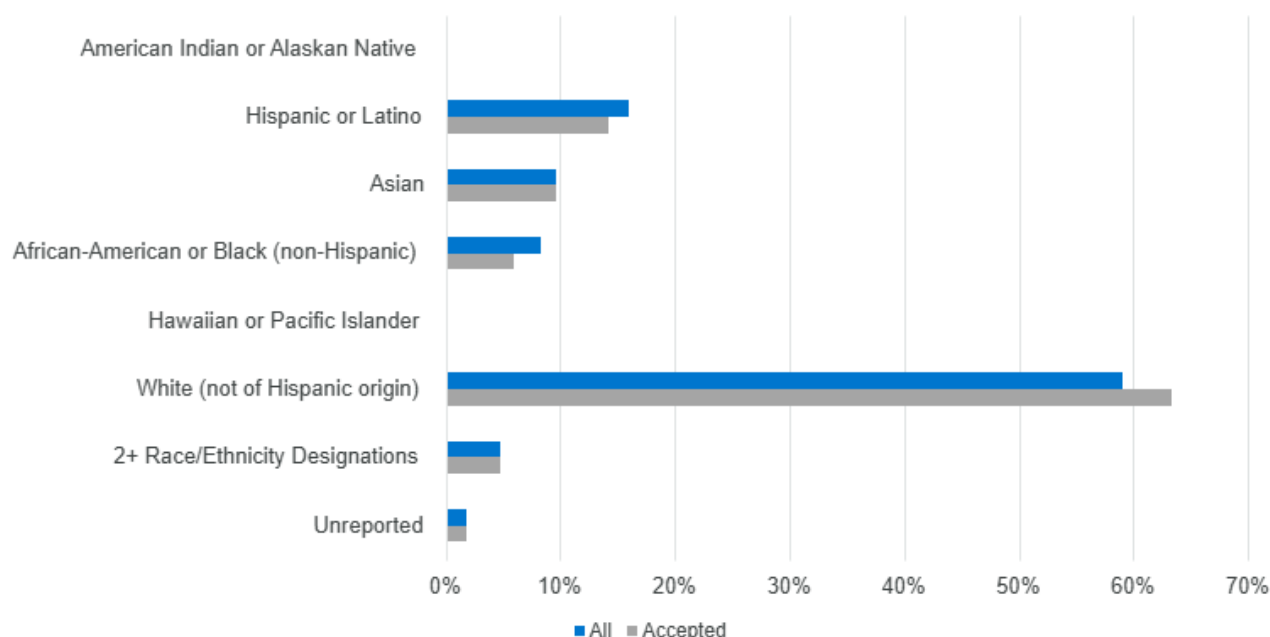
PTCAS also examines the distribution of applicants and accepted students across different racial and ethnic groups. White applicants (not of Hispanic origin) represent 59% of the total applicant pool but account for 63.4% of those accepted. This indicates that white applicants have a higher acceptance rate compared to applicants from other races and ethnicities.

Table 10: 2024-25 Race and Ethnicity Breakdown				
	All Applicants		Accepted	
	Number	Percentage	Number	Percentage
American Indian or Alaska Native	49	0.3%	35	0.2%
Hispanic or Latino	2,965	16.0%	2,035	14.3%
Asian	1,795	9.7%	1,369	9.6%
African American or Black (non-Hispanic)	1,543	8.3%	849	6.0%
Hawaiian or Pacific Islander	25	0.1%	15	0.1%
White (not of Hispanic origin)	10,923	59.0%	9,041	63.4%
2+ Race and Ethnicity Designations	875	4.7%	673	4.7%
Unreported	333	1.8%	250	1.8%
Total	18,508	100.0%	14,267	100.0%

Hispanic or Latino applicants make up the second-largest share of those applying at 16%, and account for 14.3% of accepted students. This is a steady and marked increase over the past five years. Asian applicants are the next-largest group, accounting for 9.7% of applicants and 9.6% of accepted students, demonstrating relatively proportional acceptance rates. Black or African American applicants comprise 8.3% of the applicant pool, but only 6% of accepted students, the largest disparity between applicants and accepted students for any racial or ethnic group. Applicants identifying as American Indian or Alaska Native and Hawaiian or Pacific Islander

remain a very small portion of the applicant and accepted student pools at 0.3% and 0.1% of applicants, and 0.2% and 0.1% of accepted students, respectively.

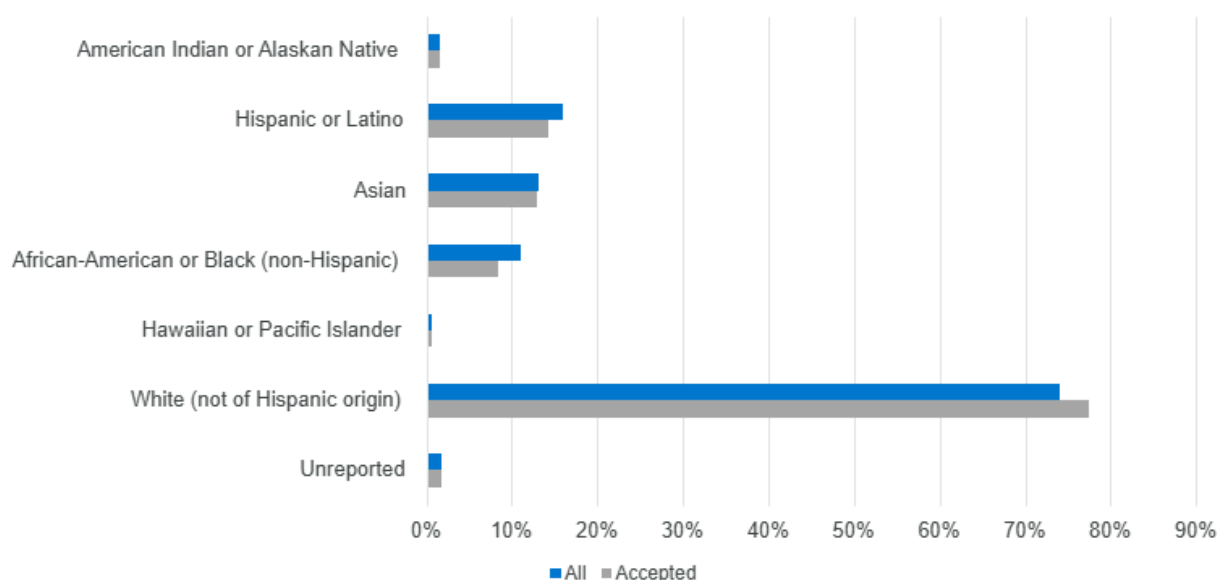
Figure 2: Applicant Race and Ethnicity Volume



When removing the “2+ Race/Ethnicity Designations” category and parsing those applicants into one of the individual categories, we see the share of applicants identifying as being either entirely or in part “White (not of Hispanic origin)” increased significantly. This figure rose to 74.1% of the applicant pool and 77.5% of accepted students, a 15.1% jump in applicants over the 59% of the pool who identified as solely White. All other categories saw modest increases, ranging from 0.6% to 3.4% for applicants and 0.5% to 3.4% for accepted students.

Table 11: 2024-25 Race and Ethnicity Breakdown Ignoring “2+ Race/Ethnicity Designations”

	All Applicants		Accepted	
	Number	Percentage	Number	Percentage
American Indian or Alaska Native	296	1.6%	217	1.5%
Hispanic or Latino	2,965	16.0%	2,035	14.3%
Asian	2,425	13.1%	1,855	13.0%
African American or Black (not Hispanic)	2,042	11.0%	1,187	8.3%
Hawaiian or Pacific Islander	127	0.7%	92	0.6%
White (not of Hispanic origin)	13,712	74.1%	11,053	77.5%
Unreported	333	1.8%	250	1.8%

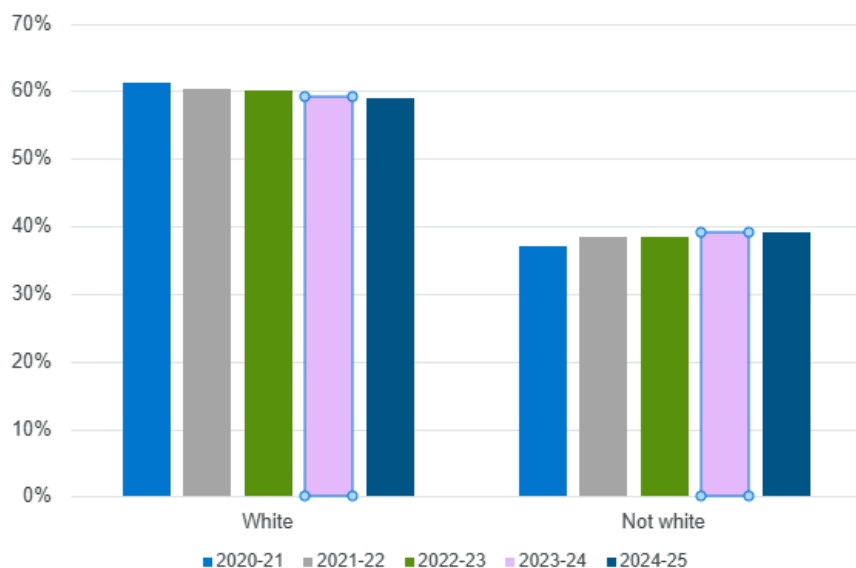
Figure 3: Applicant Race and Ethnicity Excluding “2+ Race or Ethnicity” Volume

When categorizing applicants into two groups — those who exclusively identified as “white (not of Hispanic origin)” and those who are considered to be racially or ethnically underrepresented in the physical therapy profession — we find that the latter group makes up 39.2% of the applicant pool. In contrast, only 34.9% of the accepted students belong to these underrepresented groups.

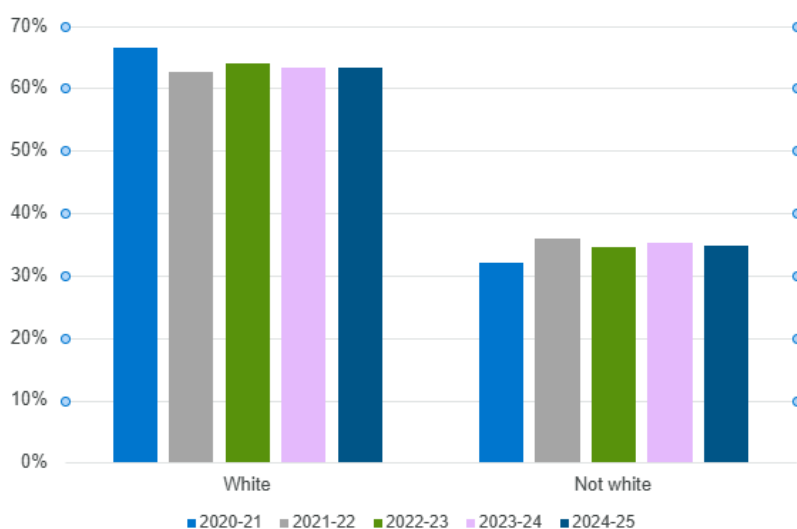
Table 12: Underrepresented Racial or Ethnic Groups Breakdown

	All Applicants		Accepted	
	Number	Percentage	Number	Percentage
White Only	10,923	59.0%	9,041	63.4%
Underrepresented	7,252	39.2%	4,976	34.9%
Unreported	333	1.8%	250	1.8%
TOTAL	18,508	100.0%	14,267	100.0%

This view represents the strongest year-over-year progress and the clearest challenge. Applicants who did not exclusively identify as white increased steadily from approximately 37% in 2020-21 to 39.2% in 2024-25, while the white applicant share declined correspondingly from 61.4% to 59%. This trend shows the positive effects of APTA’s strategic recruitment efforts through the PT Moves Me campaign. The growth was driven in large part by gains in Hispanic or Latino and multiracial applicants.

Figure 4: White (non-Hispanic) and Not White Applicant Volume (Percentage)

Acceptance outcomes for applicants who did not exclusively identify as white have also increased over time, but at a slower rate, reaching 34.9% in 2024-25, compared to being 39.2% of applicants. However, acceptance rates for Black or African American and Hispanic or Latino applicants decreased by 2.3% and 1.7%, respectively, in 2024-25. This trend is a significant factor in the overall disparity and has persisted year-over-year.

Figure 5: White (non-Hispanic) and Not White Accepted Student Volume (Percentage)

Geographic Overview of PTCAS Applicants and Accepted Students

Applicants and Accepted Students by State of Residence

Overall, PTCAS applicants are highly concentrated geographically, with the top 10 states of residence accounting for over 53% of applicants. Large, populous states dominate both applicant and acceptance counts, underscoring the uneven national distribution of demand.

While 44 states and territories contribute less than 2% of applicants each, they collectively represent a meaningful share of the total applicant pool at 38.1%. These states and territories often show a more stable acceptance rate, with a strong alignment between the percentage of applicants and accepted students. The implication for program recruitment is that national outreach remains essential, even as volume clusters in large states.

Overall, acceptance shares by state closely track applicant shares, with two notable exceptions: Texas and Florida, where the share of accepted students falls 1.67% and 0.54% lower than their share of applicants, respectively.

Table 13: Applicant State of Residence by Volume

State/Territory	All Applicants		Accepted	
	Number	Percentage	Number	Percentage
California	1,978	10.69%	1,500	10.51%
Texas	1,822	9.84%	1,166	8.17%
Florida	1,127	6.09%	792	5.55%
New York	929	5.02%	770	5.40%
New Jersey	744	4.02%	562	3.94%
Pennsylvania	689	3.72%	574	4.02%
Illinois	683	3.69%	518	3.63%
Ohio	669	3.61%	532	3.73%
North Carolina	610	3.30%	452	3.17%
Georgia	603	3.26%	454	3.18%
Virginia	504	2.72%	405	2.84%
Michigan	497	2.69%	419	2.94%
Tennessee	400	2.16%	329	2.31%
Minnesota	365	1.97%	299	2.10%
Washington	354	1.91%	269	1.89%
Arizona	350	1.89%	295	2.07%
Indiana	345	1.86%	283	1.98%
Massachusetts	341	1.84%	295	2.07%
Alabama	339	1.83%	257	1.80%
Wisconsin	328	1.77%	277	1.94%

Maryland	315	1.70%	245	1.72%
Louisiana	296	1.60%	245	1.72%
South Carolina	290	1.57%	229	1.61%
Colorado	287	1.55%	223	1.56%
Kentucky	283	1.53%	235	1.65%
Missouri	252	1.36%	199	1.39%
Iowa	224	1.21%	190	1.33%
Kansas	215	1.16%	184	1.29%
Oklahoma	215	1.16%	160	1.12%
Utah	207	1.12%	177	1.24%
International	206	1.11%	111	0.78%
Oregon	200	1.08%	165	1.16%
Arkansas	163	0.88%	116	0.81%
Mississippi	163	0.88%	126	0.88%
Nevada	152	0.82%	115	0.81%
Connecticut	145	0.78%	110	0.77%
Idaho	142	0.77%	116	0.81%
Nebraska	135	0.73%	118	0.83%
Hawaii	116	0.63%	85	0.60%
New Mexico	99	0.53%	71	0.50%
West Virginia	93	0.50%	75	0.53%
South Dakota	78	0.42%	68	0.48%
North Dakota	77	0.42%	67	0.47%
Montana	76	0.41%	61	0.43%
Puerto Rico	64	0.35%	47	0.33%
New Hampshire	57	0.31%	54	0.38%
Delaware	51	0.28%	37	0.26%
Rhode Island	51	0.28%	44	0.31%
Maine	49	0.26%	42	0.29%
Alaska	40	0.22%	34	0.24%
Wyoming	33	0.18%	30	0.21%
Vermont	30	0.16%	25	0.18%
Other/Unknown	9	0.05%	4	0.03%
District of Columbia	8	0.04%	5	0.04%
Guam	6	0.03%	3	0.02%
Armed Forces Europe, Africa, Canada, Middle East	2	0.01%	1	0.01%
Armed Forces Americas	1	0.01%	1	0.01%
Northern Mariana Islands	1	0.01%	1	0.01%
Total	18,508	100.00%	14,267	100.00%

Table 14: Applicant State of Residence

State/Territory	All Applicants		Accepted	
	Number	Percentage	Number	Percentage
Alabama	339	1.83%	257	1.80%
Alaska	40	0.22%	34	0.24%
Arizona	350	1.89%	295	2.07%
Arkansas	163	0.88%	116	0.81%
Armed Forces Americas	1	0.01%	1	0.01%
Armed Forces Europe, Africa, Canada, Middle East	2	0.01%	1	0.01%
California	1,978	10.69%	1,500	10.51%
Colorado	287	1.55%	223	1.56%
Connecticut	145	0.78%	110	0.77%
Delaware	51	0.28%	37	0.26%
District of Columbia	8	0.04%	5	0.04%
Florida	1,127	6.09%	792	5.55%
Georgia	603	3.26%	454	3.18%
Guam	6	0.03%	3	0.02%
Hawaii	116	0.63%	85	0.60%
Idaho	142	0.77%	116	0.81%
Illinois	683	3.69%	518	3.63%
Indiana	345	1.86%	283	1.98%
International	206	1.11%	111	0.78%
Iowa	224	1.21%	190	1.33%
Kansas	215	1.16%	184	1.29%
Kentucky	283	1.53%	235	1.65%
Louisiana	296	1.60%	245	1.72%
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Maryland	315	1.70%	245	1.72%
Massachusetts	341	1.84%	295	2.07%
Michigan	497	2.69%	419	2.94%
Minnesota	365	1.97%	299	2.10%
Mississippi	163	0.88%	126	0.88%
Missouri	252	1.36%	199	1.39%
Montana	76	0.41%	61	0.43%
Nebraska	135	0.73%	118	0.83%
Nevada	152	0.82%	115	0.81%
New Hampshire	57	0.31%	54	0.38%
New Jersey	744	4.02%	562	3.94%
New Mexico	99	0.53%	71	0.50%
New York	929	5.02%	770	5.40%
North Carolina	610	3.30%	452	3.17%

North Dakota	77	0.42%	67	0.47%
Northern Mariana Islands	1	0.01%	1	0.01%
Ohio	669	3.61%	532	3.73%
Oklahoma	215	1.16%	160	1.12%
Oregon	200	1.08%	165	1.16%
Other/Unknown	9	0.05%	4	0.03%
Pennsylvania	689	3.72%	574	4.02%
Puerto Rico	64	0.35%	47	0.33%
Rhode Island	51	0.28%	44	0.31%
South Carolina	290	1.57%	229	1.61%
South Dakota	78	0.42%	68	0.48%
Tennessee	400	2.16%	329	2.31%
Texas	1,822	9.84%	1,166	8.17%
Utah	207	1.12%	177	1.24%
Vermont	30	0.16%	25	0.18%
Virginia	504	2.72%	405	2.84%
Washington	354	1.91%	269	1.89%
West Virginia	93	0.50%	75	0.53%
Wisconsin	328	1.77%	277	1.94%
Wyoming	33	0.18%	30	0.21%
Total	18,508	100.00%	14,267	100.00%

Applicants and Accepted Students by Region and Regional Subdivision

Looking at the four U.S. geographic regions, as well as international applicants and those in U.S. territories and Armed Services outposts, 98.5% of applicants come from the 50 states plus Washington, D.C. The South is the most dominant source region, producing nearly two out of every five applicants nationwide. International applicants make up only 1.1% of individuals applying to DPT education programs through PTCAS.

When examining the share of accepted students from each region, acceptance patterns generally mirror applicant distributions, reinforcing regional balance rather than strong bias. However, the South is the only region to see a decrease from its share of the overall applicant pool, suggesting higher competition among applicants from this region for acceptance into the programs to which they are applying. Accepted students from the Midwest and Northeast slightly exceed their applicant share, indicating marginally better odds for applicants from those regions. The applicant-to-accepted-student ratio in the West is relatively even.

Table 15: Applicant Regional Breakdown

Region	All Applicants		Accepted	
	Number	Percentage	Number	Percentage
Midwest	3,868	20.90%	3,154	22.11%
Northeast	3,035	16.40%	2,476	17.35%
South	7,282	39.35%	5,328	37.34%
West	4,034	21.80%	3,141	22.02%
U.S. Territories and Outposts	74	0.40%	53	0.37%
International	206	1.11%	111	0.78%
Other	9	0.05%	4	0.03%
Total	18,508	100.00%	14,267	100.00%

Narrowing the focus to the nine regional subdivisions plus Armed Forces outposts, International, and U.S. Territory regional subdivisions, the South Atlantic region accounts for the largest share of applicants at near one applicant for every five, as well as the largest share of accepted students. Five of the nine U.S. regional subdivisions contribute more than 11% of accepted students. These regions are South Atlantic, Pacific, East North Central, Mid-Atlantic, and West South Central.

Only three regional subdivisions account for a smaller percentage of accepted students than applicants: Pacific (0.13%), South Atlantic (0.58%), and West South Central (1.67%), with Texas being the primary factor in the disparity within the West South Central subdivision. Programs in lower-volume regions, subdivisions, and states may benefit from targeting recruitment in higher-volume areas.

Table 16: Applicant Regional Subdivision Breakdown

Regional Division	All Applicants		Accepted	
	Number	Percentage	Number	Percentage
Armed Forces Outpost	3	0.02%	2	0.01%
East North Central	2,522	13.63%	2,029	14.22%
East South Central	1,185	6.40%	947	6.64%
International	206	1.11%	111	0.78%
Mid-Atlantic	2,362	12.76%	1,906	13.36%
Mountain	1,346	7.27%	1,088	7.63%
New England	673	3.64%	570	4.00%
Other	9	0.05%	4	0.03%
Pacific	2,688	14.52%	2,053	14.39%
South Atlantic	3,601	19.46%	2,694	18.88%
U.S. Territory	71	0.38%	51	0.36%
West North Central	1,346	7.27%	1,125	7.89%
West South Central	2,496	13.49%	1,687	11.82%

TOTAL	18,508	100.00%	14,267	100.00%
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Socioeconomic Factors

The PTCAS application includes questions that provide insight into applicants' socioeconomic background, including structural, financial, and life-experiential indicators that can be viewed as shaping access to physical therapist education. The data collected from these questions indicate that a significant portion of the applicant pool reports experiences related to socioeconomic disadvantage, while accepted students consistently report slightly lower rates. This suggests attrition or filtering effects during the admissions process, underscoring the ongoing need for a holistic review of applications.

Table 17: Applicant Socioeconomic Factors

	All Applicants		Accepted	
	Number	Percentage	Number	Percentage
Homeless from birth to age 18	225	1.2%	150	1.1%
Part of foster care system at any point	103	0.6%	68	0.5%
Medically underserved area	2,303	12.4%	1,679	11.8%
Used federal or state assistance	3,494	18.9%	2,538	17.8%
Paid employment prior to age 18	10,878	58.8%	8,663	60.7%
Paid employment prior to age 18 to support family	1,278	6.9%	891	6.2%
Eligible to receive a Federal Pell Grant	5,641	30.5%	4,032	28.3%
Primary caregiver to a relative at any point	624	3.4%	425	3.0%
Consider self as disadvantaged	1,555	8.4%	1,066	7.5%

The most commonly reported socioeconomic factors among applicants were paid employment before age 18, Pell Grant eligibility, use of federal or state financial assistance programs, and residence in a medically underserved area. Less common but high-impact indicators included experiencing homelessness at some point before age 18 or spending time in foster care. This data suggest that financial responsibility and economic strain are common among DPT applicants, even when indicators of acute hardship are less prevalent.

For nearly every socioeconomic indicator reported, the proportion of accepted students was lower than the proportion of applicants, though the differences were generally modest. Employment before age 18 was the only factor more common among accepted students, suggesting the experience may be more positively

8.4%

Share of PTCAS applicants indicating they consider themselves to be socioeconomically disadvantaged in some way.

associated with receiving an offer of admission. Other indicators tied to financial need or systemic disadvantage showed a larger relative drop-off from the applicant pool to the accepted student pool. However, those differences were not extreme, suggesting incremental rather than exclusionary effects.

30.5%

Share of PTCAS applicants indicating they were eligible to receive a Federal Pell Grant.

Overall, while socioeconomic diversity exists among the PTCAS applicant pool, it is not fully preserved through the admissions process. Applicants from more constrained socioeconomic backgrounds are slightly underrepresented among accepted students, even when overall academic indicators, discussed later in this report, remain strong. The persistence of socioeconomically disadvantaged applicants in the accepted student pool, particularly those eligible to receive a federal Pell Grant, indicates that access to DPT education is not closed, but barriers to admission still remain.

Academic Background

Many factors make up what PTCAS considers to be an applicant's academic background, including:

- Educational opportunity
- Academic conduct and performance violations
- Education interruptions
- Undergraduate, post-baccalaureate, and graduate coursework GPAs
- Undergraduate major
- Prior health professions education

Educational Opportunity

PTCAS collects data that provides insight into an applicant's educational opportunities, including standard indicators from the Health Resource and Services Administration, or HRSA, regarding applicants' high schools and their status as first-generation college students.

A notable share of applicants report educational contexts associated with opportunity gaps or non-traditional pathways to the profession. Most prevalent among these contexts is attendance at a high school deemed high-poverty by HRSA, with nearly one-third of applicants — based on applicant-reported data on the number of students eligible to receive free or reduced price lunch — falling into this category.

Additionally, one in five applicants indicate that they are first generation, meaning they are the first in their family to attend college.

Table 18: Educational Opportunity Data

	All Applicants		Accepted	
	Number	Percentage	Number	Percentage
High School with Low Percentage Receiving Diploma	454	2.5%	302	2.1%
High School with Low Percentage Going to College	1,792	9.7%	1,300	9.1%
High School with High Percentage Receiving Free/Reduced Price Lunch	5,678	30.7%	4,263	29.9%
Member of the National Society of High School Scholars	4,384	23.7%	3,491	24.5%
First Generation to Attend College	3,462	18.7%	2,402	16.8%
Academic Conduct Violation	196	1.1%	139	1.0%
Academic Performance Violation	682	3.7%	359	2.5%
Academic Record Does Not Accurately Reflect Capabilities	4,609	24.9%	2,885	20.2%
Education Was Interrupted	1,611	8.7%	1,103	7.7%

Nearly one quarter of applicants believe their academic record does not accurately reflect their capabilities. Just under 4% of applicants indicated they were cited for an academic performance violation during their post-secondary education.

Accepted students generally show a lower prevalence of educational opportunity indicators than applicants, though the gaps are mostly modest. The largest decline from the applicant to accepted student pools is among those who report their academic record does not accurately reflect their capabilities, at nearly a 5-point drop. First-generation students and those whose education was interrupted also show a slight narrowing from the applicant to accepted student pools.

24.9%

Share of PTCAS applicants indicating they do not believe their academic record reflects their capabilities.

Overall, many applicants have experienced educational opportunity challenges, indicating that access to the profession's pipeline is relatively broad. However, the modest but consistent decrease in representation among accepted students suggests that cumulative disadvantage may affect competitiveness over time, rather than any one factor serving as a gatekeeper. The presence of these indicators among accepted students at levels like those in the applicant pool also suggests that holistic review is having an impact, although admissions decisions still appear to be shaped significantly by academic performance expectations.

GPA Data, Trends, and Analysis

As a part of application processing, PTCAS calculates over 25 different GPAs across multiple criteria, including:

- Academic status (undergraduate, post-baccalaureate undergraduate, graduate)
- Academic term (e.g., Fall 2025, Spring 2026, etc.)
- Institution Attended
- Subject area

From an analysis standpoint, PTCAS tracks academic performance based on cumulative undergraduate, cumulative graduate, and overall GPAs, as well as subject-area GPAs, focusing on the combined science and mathematics GPA because this encompasses many of the most common prerequisite courses required by DPT education programs.

Looking specifically at the cumulative undergraduate GPA, the first academic measure of preparedness for entry into a DPT education program looked at by many institutions, the applicant pool shows a strong average of 3.47. Accepted students average 0.09 GPA points higher than the full pool, with an average of 3.56. The higher median for accepted students indicates that academic performance consistently differentiates applicants, not just at the extremes.

3.56

Average cumulative
undergraduate coursework GPA
for accepted students in 2024-25.

While a much smaller number of applicants have completed graduate-level coursework, the trend remains for those with any graduate-level education. Accepted students report higher mean and median graduate GPAs than the overall applicant pool. However, undergraduate GPA remains the dominant academic signal, given its broader representation across applicants.

Table 19: Applicant GPA Summary by Course Level

	All Applicants			Accepted		
	Mean	Median	Range	Mean	Median	Range
Cumulative Undergraduate	3.47	3.52	1.59 to 4.00	3.56	3.60	1.93 to 4.00
Cumulative Graduate	3.44	3.61	0.39 to 4.00	3.53	3.70	0.94 to 4.00
Overall Cumulative	3.47	3.52	1.59 to 4.00	3.56	3.60	1.93 to 4.00

Table 20: Applicant GPA Summar by Subject Area

	All Applicants			Accepted		
	Mean	Median	Range	Mean	Median	Range
Anatomy and Physiology	3.26	3.34	0.50 to 4.00	3.38	3.50	0.83 to 4.00
Biology	3.27	3.35	0.33 to 4.00	3.38	3.50	0.33 to 4.00
Chemistry	3.10	3.14	0.29 to 4.00	3.22	3.27	0.60 to 4.00
English	3.59	3.85	0.50 to 4.00	3.66	4.00	0.50 to 4.00
Mathematics	3.33	3.50	0.53 to 4.00	3.44	3.60	0.65 to 4.00
Movement Science	3.60	3.71	0.29 to 4.00	3.68	3.79	0.29 to 4.00
Other Courses	3.64	3.75	1.43 to 4.00	3.71	3.80	1.43 to 4.00
Other Sciences	3.64	3.83	0.50 to 4.00	3.71	3.90	0.50 to 4.00
Physics	3.31	3.45	0.22 to 4.00	3.41	3.50	0.68 to 4.00
Psychology	3.62	3.77	0.50 to 4.00	3.70	3.85	0.50 to 4.00
Social/Behavioral Sciences	3.64	3.93	0.50 to 4.00	3.71	4.00	0.70 to 4.00
Sciences Combined	3.21	3.25	0.95 to 4.00	3.33	3.37	1.45 to 4.00
Science and Mathematics Combined	3.23	3.26	0.91 to 4.00	3.35	3.38	1.44 to 4.00

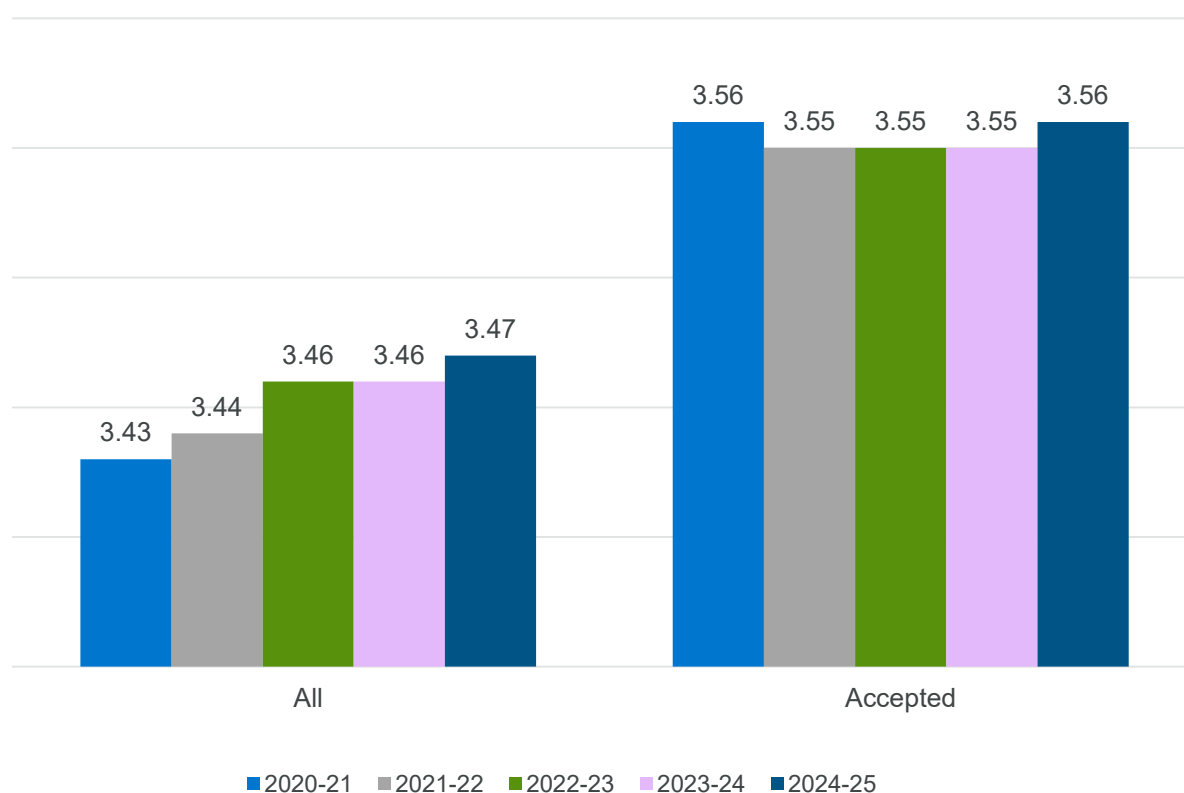
Examining subject-area GPAs, the gap is wider in the Science and Mathematics combined GPA, which stands at 3.23 for all applicants compared to 3.35 for accepted students — a difference of 0.12 GPA points, the largest for any GPA category. This pattern mirrors the spread between all applicants and accepted students for all science courses combined, as well as for Anatomy & Physiology and Chemistry courses. This consistently large spread reinforces that quantitative and prerequisite science coursework weighs heavily in admissions, with performance in the core sciences being a stronger discriminator than overall academic performance. Strong performance in non-science disciplines is also valued, but is less of a clear separator of who is admitted than is science course performance.

3.35

Average combined science and mathematics GPA for accepted students.

When tracked over time, despite fluctuations in applicant volume and acceptance rates in recent years, academic performance among applicants has improved slightly, with academic expectations for acceptance remaining remarkably consistent. Increasing national acceptance rates have not translated into lower GPA thresholds, indicating that the pool of total applicants remains steady and strong from an academic performance perspective, and that institutional standards have not softened at a widespread level.

Figure 6: Mean Cumulative Undergraduate GPA Trend

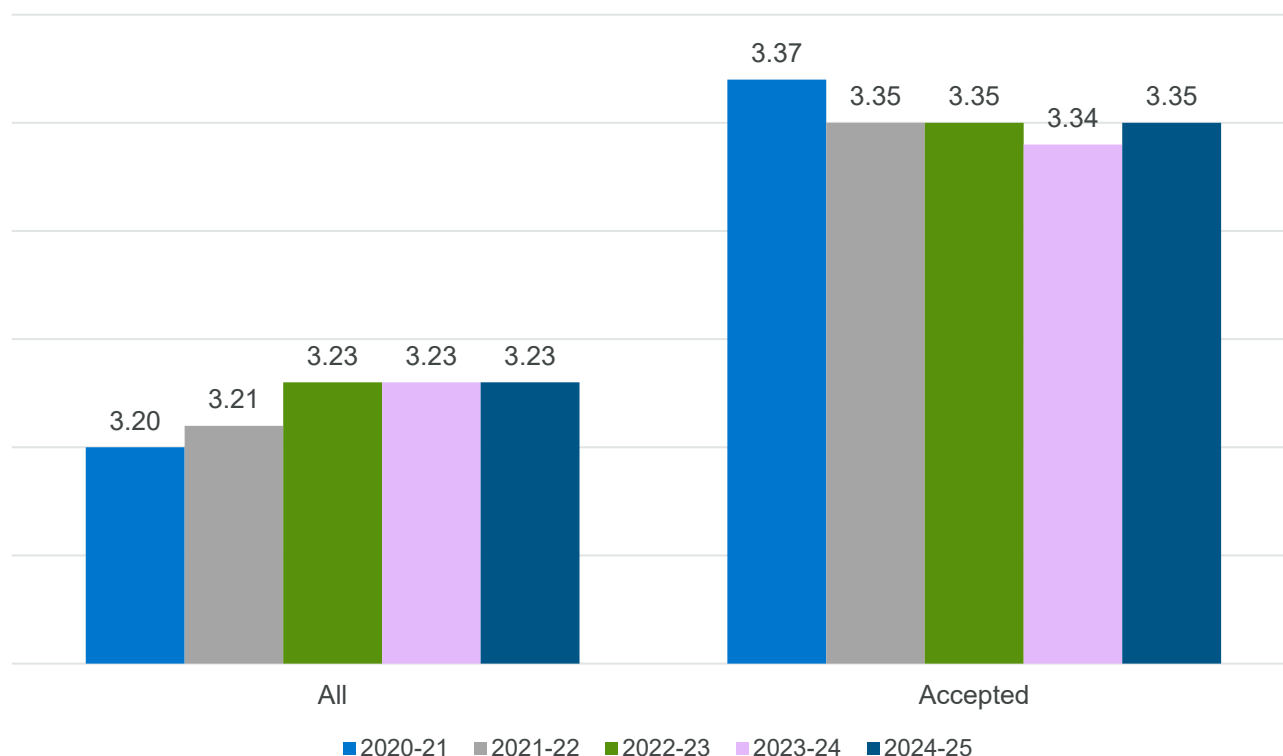


GPA, especially in the sciences, as well as the combined math and science GPA, continue to function as a primary screening and ranking tool, even in the face of advancing holistic admissions practices. Because GPA is tightly linked to prior educational opportunity, as previously mentioned, the patterns in GPAs help explain the slight narrowing in acceptance outcomes for first-generation and disadvantaged applicants. This underscores the importance of continued contextual review of GPAs alongside other factors, rather than in a vacuum.

Accepted students average about a tenth of a grade point higher than the overall applicant pool, with science and math GPAs showing the strongest differentiation between applicants and admits. GPA distributions have remained stable for five consecutive years, signaling consistent

academic expectations. Academic strength — particularly in sciences — continues to be a central driver of admissions decisions, even in a high-acceptance environment.

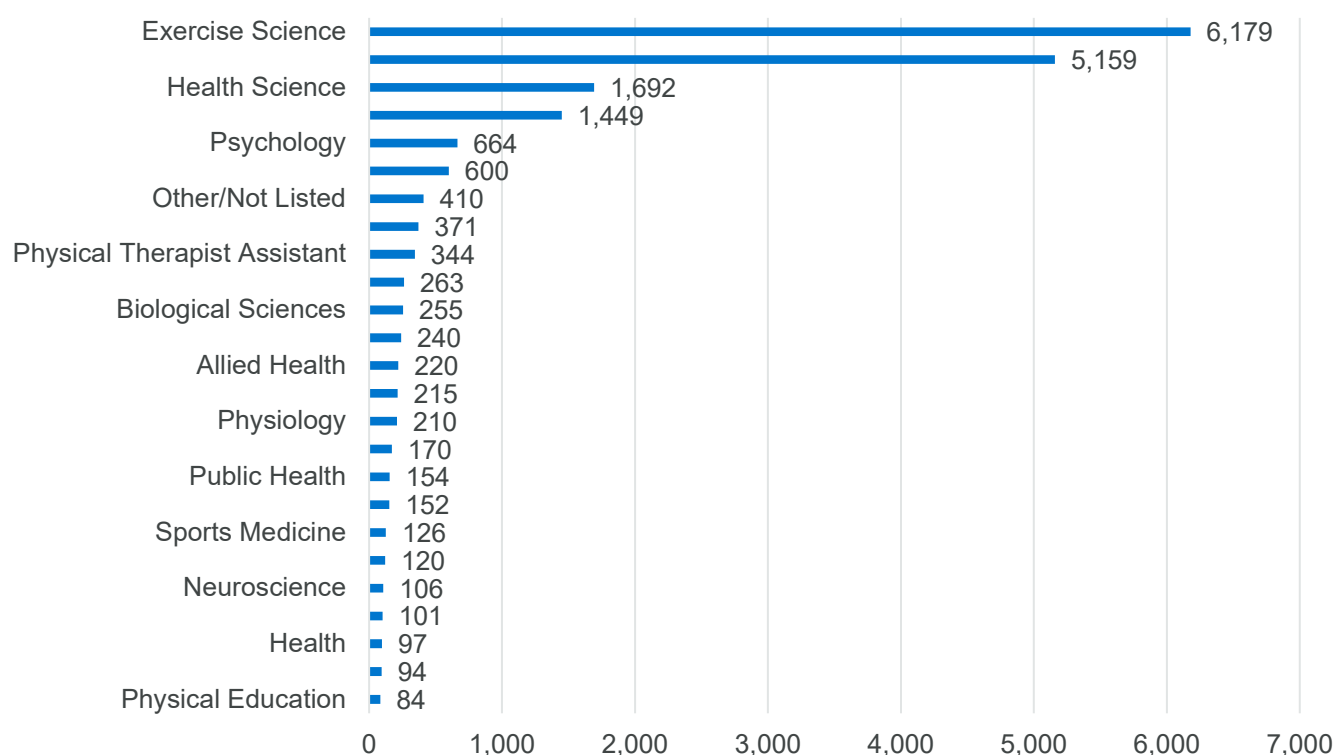
Figure 7: Mean Combined Math and Science GPA Trend



Undergraduate Majors

The applicant pool is highly concentrated in a small number of health and movement science majors, reflecting a well-defined and relatively narrow pre-PT pipeline. The top two majors, exercise science and kinesiology, alone account for over 11,000 (61%) applicants, with the top five majors accounting for roughly 75% of the applicant pool. Non-science or non-health majors are present in the list of top 25 courses of study by applicants, but they represent a very small minority. This indicates that most students applying to DPT programs are intentional, early-deciding candidates who know that a career in science or healthcare, if not physical therapy specifically, is their chosen path.

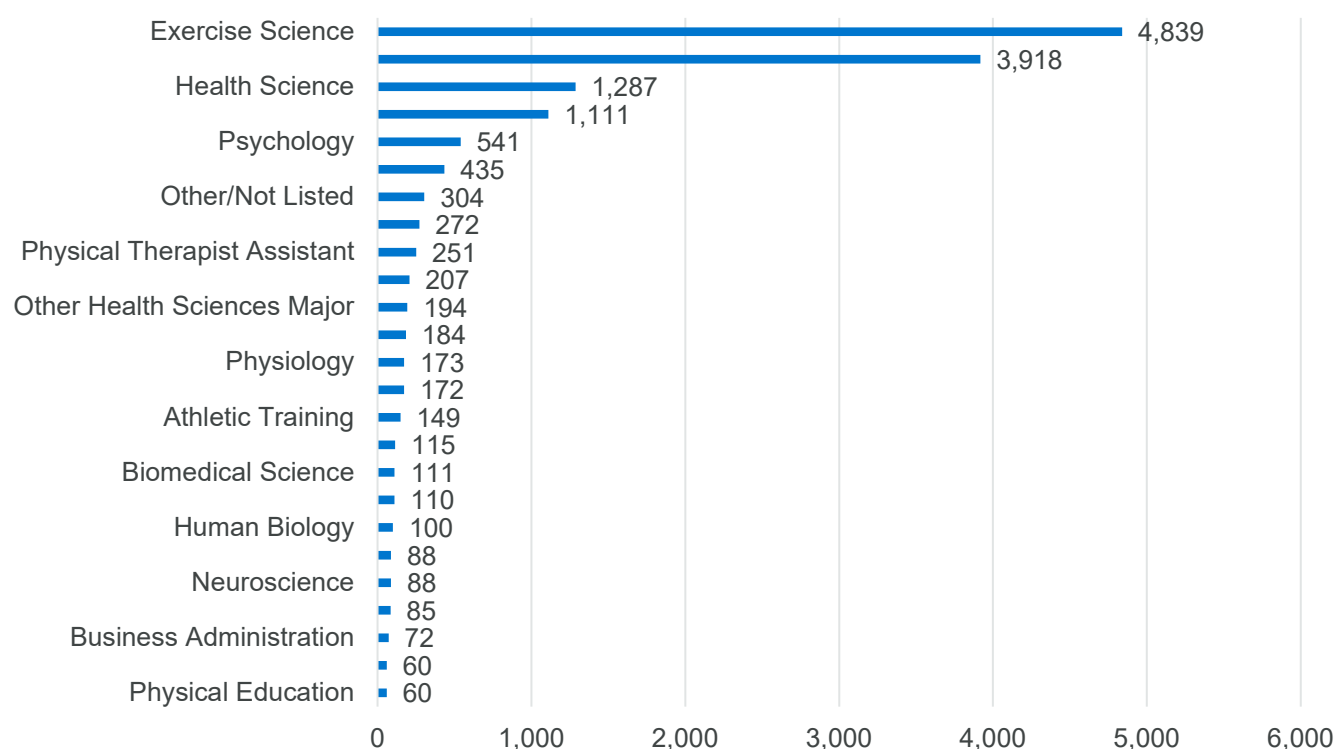
Beyond the top tier, applicant majors drop off sharply but include allied and rehabilitation-oriented fields, such as athletic training and rehab science, as well as broader health fields such as public health and biomedical science, along with non-traditional disciplines in the liberal arts and business.

Figure 8: Top 25 Undergraduate Majors for All Applicants

The rank order of majors among accepted students closely mirrors the applicant list, with exercise science and kinesiology remaining the top two by a wide margin. Health science, biology, and psychology round out the top five, with smaller majors appearing among accepted students largely in proportion to their overall applicant counts.

There is no indication that admissions favors one physical therapy-aligned major over another, provided the applicant meets the prerequisite course expectations. Nontraditional majors are present in the accepted student pool in smaller numbers, not because those students are unqualified, but because fewer students apply from those disciplines. Admissions outcomes are pathway-neutral, but prerequisite-dependent. Majors explicitly designed around physical therapy preparation, such as exercise science, kinesiology, and pre-physical therapy, provide built-in prerequisite coverage, consistent academic advising, and early exposure to observation of the profession.

Programs seeking to expand the appeal of the profession to a wider audience without diluting the academic quality of their pool may consider broadening their outreach earlier in the undergraduate experience to untapped disciplines, including public health, social science, and liberal arts.

Figure 9: Top 25 Undergraduate Majors for Accepted Students

Prior Health Profession Education

The DPT education pathway is predominantly a “direct entry” situation, with the vast majority of applicants entering the DPT education directly from undergraduate study. Only a small minority of applicants (5%), and an even smaller share of accepted students, report prior enrollment in other health profession education programs. Fewer than 1 in 50 applicants have previously applied to or enrolled in a different health profession program, suggesting that physical therapy is typically a first-choice profession and is not a fallback.

Looking at the PTA-to-DPT pipeline, roughly 2% of applicants, as well as accepted students, report having graduated from a PTA program. The near equivalence between applicants and accepted students indicates no apparent benefit or barrier for these applicants to traditional DPT education programs; however, the overall low volume confirms this is a niche pathway and not a major source of applicants.

2%

Share of applicants and accepted students who completed a PTA education program prior to applying to a DPT education program.

Table 21: Prior Health Profession Education Summary

	All Applicants		Accepted	
	Number	Percentage	Number	Percentage
Applied to a health profession education program other than physical therapy	373	2.0%	236	1.7%
Matriculated in a health profession education program other than physical therapy	141	0.8%	88	0.6%
Graduated from a PTA education program	399	2.2%	290	2.0%
Previously attended a physical therapist education program	279	1.5%	166	1.2%

Extracurricular Experiences

PTCAS allows applicants to share experiences in which they engage outside of the classroom, including employment, research, volunteering, extracurricular activities, and shadowing or observation hours.

Table 22: Applicant Experiences Summary

	All Applicants			Accepted		
	Percentage of Applicants with Hours	Mean	Median	Percentage of Applicants with Hours	Mean	Median
Total Employment Hours	85.0%	2,799	1,344	86.8%	2,718	1,366
Total Research Hours	19.3%	59	0	21.4%	66	0
Total Volunteer Hours	58.7%	241	25	62.4%	254	36
Total Extracurricular Activity Hours	49.1%	577	0	54.2%	625	37
Total Observation Hours Completed	96.1%	654	220	97.4%	613	230

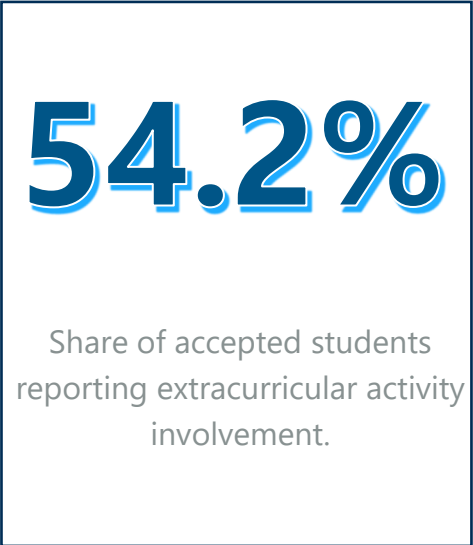
Employment, Research, Volunteer, and Extracurricular Experiences

Data shows that employment experience is nearly universal among applicants at 85%, with 86.8% of accepted students having had some level of employment experience. Employment appears to be a baseline expectation, not a differentiator in admissions. A high total number of hours of employment were reported, with a mean of 2,799 for applicants and a slightly lower mean of 2,718 for accepted students. However, the medians are substantially lower, at approximately 1,350 for both applicants and accepted students. This indicates a distribution skewed heavily toward a small number of applicants working very high numbers of hours, implying that simply “working more” does not appear to confer an advantage.

Research experience appears relatively uncommon across the pool, with only 19.3% of applicants and 21.4% of accepted students having indicated involvement. For those who do have research experience, the mean number of hours for both applicants and accepted students is significantly lower than any other experience type at 59 hours for applicants and 66 hours for accepted students. This indicates that research is not a core expectation for DPT program admission, but the modest over-representation of research experience among accepted students suggests that research may strengthen some applications, but its absence is not a liability for most.

Volunteer experience is common but not universal, with 58.7% of applicants and 62.4% of accepted students reporting volunteer hours. Among accepted students, the mean number of hours reported is higher (254 vs. 241), while the median number of hours is also higher (36 vs. 25) compared to the overall applicant pool. Volunteerism appears to be a secondary differentiator, with accepted students being more likely to volunteer and to do so more intensively.

Extracurricular activity involvement shows one of the clearest participation gaps, as accepted students are more likely to not only report activities but also to demonstrate meaningful depth of involvement, not just minimal participation. According to the data, 54.2% of accepted students reported extracurricular participation compared to 49.1% of the overall applicant pool. The average hours reported by accepted students outpaced those of the overall pool by 48,625 compared to 577. A similar gap is evident in the median hours: 37 for accepted students and 0 for the overall pool. This suggests that leadership, teamwork, and campus or community engagement may indirectly matter in holistic review.

A blue-bordered box containing the text '54.2%' in large, bold, blue font with a slight shadow effect. Below it, in a smaller, grey font, is the text 'Share of accepted students reporting extracurricular activity involvement.'

Observation and Shadowing Experiences

Observation hours function as a threshold requirement, not a differentiator, and are a nearly universal piece of any successful PTCAS application. Overall, 96.1% of applicants reported an average of 654 hours of shadowing experience, with a median of 220 hours. Those numbers inch upwards for accepted students, with 97.4% reporting an average of 613 hours and a median of 230 hours. Accepted students do not inherently have substantially more shadowing hours than applicants, suggesting that variety of settings or reflection on experiences elsewhere in the application may matter more than raw totals once minimum program requirements have been met.

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