

# AACOM 2012-13 Academic Year Survey of Graduating Seniors Summary Report



Prepared by the Research Department  
American Association of Colleges of Osteopathic Medicine

## AACOM 2012-13 Academic Year Graduating Seniors Survey Summary Report, Abstract

Each year, AACOM asks the nation's colleges of osteopathic medicine (COMs) to conduct the AACOM Graduating Seniors Survey. The survey queries graduating seniors and compiles a comprehensive snapshot of osteopathic medical education debt, experiences in and satisfaction with various aspects of their education, graduate medical education plans, and future specialty and practice plans. A total of 3,596 seniors participated in the *2012-2013 Graduating Seniors Survey*. Demographic analyses presented in this report can be considered along with the data presented on AACOM's Data and Trends webpage: <http://bit.ly/1ydWKke>. The data are presented by cohort in this report.

### **Reported Student Debt, Scholarships and Income in 2011-2012**

Between 2011-2012 and 2012-2013, mean reported osteopathic medical education debt increased by 3 percent, from \$205,674 to \$211,423. The percentage of seniors reporting any debt remained at 91 percent. Mean reported medical education debt differed significantly between seniors at public osteopathic medical schools and those at private schools. Unlike the previous academic cycles, seniors at public schools reported a mean debt of \$212,674, 1 percent more than the mean debt of \$211,164 reported by seniors at private schools. Also, reported mean public school debt increased by 15 percent between 2011-2012 and 2012-2013 (Table 1.1). Tuition and fees at public osteopathic medical schools increased 7.3 percent in 2010-2011 and 6.2 percent in 2011-2012 (<http://bit.ly/1ESqOUB>).

From 2011-2012 to 2012-2013, mean reported scholarship/grant award amounts decreased by 11 percent, from \$71,439 to \$63,795, while the percentage of seniors reporting any awards increased from 40 to 43 percent. Seniors at public schools reported a mean award of \$79,590, 26 percent more than the mean \$61,135 reported by seniors at private schools. Also mean awards reported by students from public schools increased by 40 percent between 2011-2012 and 2012-2013. Conversely, mean awards reported by students from private schools decreased by 19 percent (Table 8).

Report total osteopathic medical education debt and scholarship/grant means in 2012-2013 were significantly different from respective means in 2011-2012. For the first time, total medical education debt reported by seniors at public osteopathic medical schools exceeded debt reported by seniors at private schools. This appears to be a result of statistically significant increases in Unsubsidized Stafford/FFELP loans and Graduate PLUS loans reported by seniors at public schools. It does not appear the response rates from public and private school seniors has shifted this year. AACOM will continue to watch this development.

However, as Tables 8 and 8a show, the difference in mean scholarships between students at public and private osteopathic medical schools may be attributable to the number of seniors who received Armed Forces Health Professions (AFHP) scholarships. When considering scholarship/grant award amounts excluding the AFHP awards, there is no significant difference in reported award means between seniors at public osteopathic medical schools and those at private schools.

The percentage of students reporting any scholarship/grant awards differed significantly between seniors at public and private schools; 34 percent of public school students reported receiving awards compared with 44 percent of private school students.

From 2011-2012 to 2012-2013, the distribution of scholarship/grant award sources remained similar, with the largest portion (22 percent) of awards coming from the osteopathic medical schools and/or their respective parent universities. A similarly significant portion (10 percent) of awards was attributed to Armed Forces Health Professions (AFHP) scholarships. The largest award means were attributed to AFHP (\$218,433) and National Health Service Corps (NHSC) (\$122,142) scholarships, both of which stipulate post-educational service requirements (Table 8).

Income expected the first year following completion of residencies increased from \$165,531 in 2011-2012 to \$167,699 in 2012-2013 amongst graduating seniors (Table 7).

**Seniors' Evaluations of Their Medical Education**

In 2012-2013, graduating seniors evaluated their osteopathic medical education similarly to 2011-2012 seniors. Resembling their 2011-2012 counterparts, 82 percent of 2011-2012 seniors were very satisfied or satisfied with the quality of their osteopathic medical training (Table 11). Eighty-two percent of seniors were very satisfied or satisfied with their osteopathic medical career choice, similar to the 81 percent of 2011-2012 seniors reporting these levels of satisfaction (Table 12). When asked what they would do if they were to begin medical school again, 65 percent of 2012-2013 seniors would again enroll in an osteopathic medical school, and 56 percent would enroll in the same osteopathic medical college (Table 13).

Seventy-five percent of 2012-2013 seniors strongly agreed or agreed that their osteopathic medical schools value diversity, similar to the 74 percent of 2011-2012 seniors who felt their schools valued diversity (Table 14).

Overall in 2012-2013, seniors were satisfied with the first two years of their osteopathic medical education. However, as in 2011-2012, more than one fifth of seniors disagreed with the statement, "There was adequate exposure to patient care during the first two years" (Table 15).

Less than 60 percent of 2012-2013 seniors felt an appropriate amount of time had been devoted to each of the following topics: cost-effective medical practice, literature analysis skill, medical care-cost control, and research techniques (Table 16).

Similar to 2011-2012 seniors, 2012-2013 seniors generally were more satisfied with their selective/elective clerkships than with their required clerkships. Approximately one-fifth of seniors strongly agreed or agreed that each required clerkship had an osteopathic orientation, or that osteopathic practice and principles (OPP) were well-integrated into the required clerkships. Less than 60 percent of seniors strongly agreed or agreed that testing was provided at the end of each clerkship (Table 17).

Ninety percent or more of 2012-2013 seniors strongly agreed or agreed that they were able to work on a personal basis with patients during their required and selective/elective clerkships (Tables 17 and 18).

Beginning in 2012-2013, graduating seniors were asked to indicate participation in the Visiting Student Application Service (VSAS). Fifty-three percent of seniors applied to, on average, 12 elective allopathic rotations through the VSAS (Tables 19 and 20).

While 96 percent of seniors were completely or mostly confident in performing general adult examinations, less than 70 percent felt the same level of confidence about performing a well-baby or prostate/testicular examination (Table 21).

More than 80 percent of seniors were very satisfied or satisfied with their school's electronic communication and library services. However, less than 40 percent were very satisfied or satisfied with their school's career counseling and disability insurance (Table 22).

Ninety-three percent of 2012-2013 seniors strongly agreed or agreed that they had been given the opportunity to practice OPP during their first two years in medical school. Conversely, 42 percent or less strongly agreed or agreed that they had the opportunity to practice OPP during in-hospital rotations and ambulatory non-primary care rotations (Table 23).

As in 2011-2012, in 2012-2013, graduates were generally satisfied with their medical training in geriatrics care; in each aspect of geriatrics training, at least 80 percent of seniors strongly agreed or agreed that they were suitably prepared. Ninety percent of seniors strongly agreed or agreed that they can anticipate and identify hazards of hospitalization for older adults (Table 24).

Beginning in 2012-2013, graduating seniors were asked about their experience with the COMLEX-USA and USMLE examinations, and interprofessional medical education. At least 91 percent of seniors passed each level of the COMLEX-USA and USMLE examination in one attempt (Table 28).

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Sixty percent of 2012-2013 seniors participated in interprofessional medical education (Table 29). More than 70 percent of participants engaged in clinical, physician assistant, allopathic medicine and pharmacy education (Table 30). More than 60 percent of participants attended interprofessional activities through active engagement with patients and in lectures on clinical subjects (Table 31). Eighty percent or more of seniors strongly agreed or agreed that their interprofessional medical education experiences enhanced their understanding of different roles in the health professions, and will enhance their future performance as an osteopathic physician (Table 32) .

### **Graduate Medical Education, Professional Practice and Specialty Plans**

More than half of the 2012-2013 graduating seniors indicated plans to pursue an osteopathic residency, a dual AOA/ACGME-approved residency, or an osteopathic internship (Table 34), and 61 percent of seniors indicated plans to pursue osteopathic or both AOA and ABMS board certification (Table 36).

Thirty-two percent of seniors indicated plans to practice in an underserved/shortage area; of those, 40 percent indicated inner-city areas and 51 percent indicated rural areas (Tables 40 and 42). Seventy percent of seniors indicated plans to practice in a city with a population greater than 50,000 (Table 39).

Thirty-two percent of graduating seniors indicated plans to pursue a primary care specialty (Table 45). Primary care specialty selection differed significantly among gender, marital status, parental income, and parental education (Table 46). The top three factors influencing specialty choice were: the prospect of dealing with people in the chosen specialty, the intellectual content of the specialty, and the skills/abilities associated with the specialty (Table 47).

AACOM 2012-13 Academic Year Graduating Seniors Survey Summary Report, Reported Debt

**Table I.1: Mean Osteopathic Medical Education Debt, Graduating Seniors\***

Source of Debt	Debt <sup>‡</sup>			% in Debt		
	All Schools	Public	Private	All Schools	Public	Private
<b>Total Osteopathic Medical Education Loans</b>						
2012-2013	\$211,423	\$212,674 <sup>x</sup>	\$211,164	91%	92%	90%
2011-2012	\$205,674	\$184,565 <sup>y</sup>	\$210,679	91%	91%	91%
2010-2011	\$207,317	\$185,259	\$213,677	93%	93%	92%
<b>Unsubsidized Stafford or FFELP</b>						
2012-2013	\$128,630	\$132,192 <sup>x</sup>	\$127,880	86%	88%	85%
2011-2012	\$124,031	\$117,477 <sup>y</sup>	\$125,589	86%	86%	85%
2010-2011	\$120,943	\$117,944	\$121,799	75%	76%	75%
<b>Subsidized Stafford or FFELP</b>						
2012-2013	\$35,155	\$36,665 <sup>a</sup>	\$34,840 <sup>b</sup>	86%	88%	86%
2011-2012	\$37,127	\$37,997	\$36,915	87%	89%	86%
2010-2011	\$36,263	\$37,431	\$35,923	76%	78%	76%
<b>Graduate PLUS</b>						
2012-2013	\$68,076	\$66,103 <sup>x</sup>	\$68,480	67%	67%	66%
2011-2012	\$64,087	\$52,935 <sup>y</sup>	\$66,028	65%	53%	68%
2010-2011	\$51,482	\$41,005	\$53,375	50%	34%	54%
<b>Perkins</b>						
2012-2013	\$7,461	\$7,164	\$7,583	19%	32% <sup>α</sup>	16% <sup>β</sup>
2011-2012	\$7,788	\$7,558	\$7,931	21%	39%	16%
2010-2011	\$8,074	\$6,967	\$8,608	18%	26%	15%
<b>Loans for Disadvantaged Students (LDS)</b>						
2012-2013	\$12,978	\$32,333	\$10,558	1%	1%	1%
2011-2012	\$12,530	\$17,406	\$10,314	3%	5%	3%
2010-2011	\$10,285	\$12,369	\$9,204	1%	2%	1%
<b>Primary Care Loan (PCL)</b>						
2012-2013	\$73,385	\$27,800 <sup>a</sup>	\$79,229 <sup>b</sup>	2%	1%	2%
2011-2012	\$57,918	\$14,281	\$63,009	3%	2%	3%
2010-2011	\$70,494	\$26,544	\$82,480	1%	1%	1%
<b>Other State-Issued Loans</b>						
2012-2013	\$70,376	\$64,393	\$72,321	3%	4% <sup>α</sup>	2% <sup>β</sup>
2011-2012	\$56,931	\$50,630	\$59,222	4%	5%	3%
2010-2011	\$36,579	\$21,250	\$39,499	2%	1%	2%
<b>Osteopathic Association Loans</b>						
2012-2013	\$13,477	\$25,000	\$12,709	1%	0%	1%
2011-2012	\$11,209	\$3,367	\$13,823	1%	1%	1%
2010-2011	\$5,524	\$7,000	\$4,540	1%	2%	1%
<b>Alternative Loans</b>						
2012-2013	\$77,511	\$48,800	\$81,555	4%	3%	4%
2011-2012	\$50,740	\$40,324	\$52,729	6%	5%	6%
2010-2011	\$34,004	\$23,676	\$36,624	3%	3%	3%
<b>Other</b>						
2012-2013	\$83,814	\$51,552 <sup>a</sup>	\$89,192 <sup>b</sup>	11%	9%	11%
2011-2012	\$63,479	\$49,497	\$66,262	12%	10%	12%
2010-2011	\$3,257	\$2,431	\$3,501	5%	5%	5%

\*All debt data are self-reported by survey respondents.

‡Mean taken from responses greater than zero.

† Amounts indicated are a portion of those indicated in the "At Entry, Loans Owing for Undergraduate Education" source of debt.

a,b Means within subrow noted by distinct letters differ significantly (p<0.05) by one-way ANOVA.

x,y Means within subcolumn noted by distinct letters differ significantly (p<0.05) by T-test.

α,β Percentages within subrow noted by distinct letters differ significantly (p<0.05) by one-way ANOVA.

**Table 1.2: Mean Non-Osteopathic Medical Education Debt, Graduating Seniors\***

Source of Debt	Debt <sup>‡</sup>			% in Debt		
	All Schools	Public	Private	All Schools	Public	Private
<b>At Entry, Loans Owing for Undergraduate Education</b>						
2012-2013	\$39,327	\$36,015	\$40,004	48%	48%	49%
2011-2012	\$35,293	\$40,151	\$34,244	50%	46%	51%
2010-2011	\$31,581	\$28,230	\$32,515	50%	49%	50%
<b>At Entry, Loans Owing for Post-Bac Education<sup>†</sup></b>						
2012-2013	\$37,038	\$40,544	\$36,589	28%	19% <sup>α</sup>	30% <sup>β</sup>
2011-2012	\$34,053	\$36,200	\$33,630	28%	26%	28%
2010-2011	\$34,108	\$26,002	\$36,177	19%	17%	19%
<b>Reported Family Loans to be Repaid by Student</b>						
2012-2013	\$89,545	\$61,861	\$92,977	6%	4% <sup>α</sup>	7% <sup>β</sup>
2011-2012	\$62,103	\$47,761	\$65,207	5%	5%	5%
2010-2011	\$81,738	\$58,607	\$87,521	4%	4%	4%
<b>Reported Non-Educational Debt</b>						
2012-2013	\$43,700	\$25,487	\$47,616	45%	46%	44%
2011-2012	\$24,053	\$24,921	\$23,858	49%	47%	49%
2010-2011	\$22,745	\$22,298	\$22,871	50%	49%	50%

\*All debt data are self-reported by respondents of the survey.

‡Mean taken from responses greater than zero.

† Amounts indicated are a portion of those indicated in the "At Entry, Loans Owing for Undergraduate Education" source of debt.

α,β Percentages within subrow noted by distinct letters differ significantly (p<0.05) by one-way ANOVA.

**Table 2.1: Mean Reported Debt and Gender**

Gender	Debt <sup>‡</sup>	% in Debt
<b>Male</b>		
2012-2013	\$213,524	90%
2011-2012	\$205,037	91%
2010-2011	\$206,883	92%
<b>Female</b>		
2012-2013	\$209,149	92%
2011-2012	\$206,725	91%
2010-2011	\$207,486	93%

‡Mean taken from responses greater than zero.

**Table 2.2: Mean Reported Debt and Race/Ethnicity**

Race/Ethnicity	Debt <sup>‡</sup>	% in Debt
<b>White</b>		
2012-2013	\$214,819 <sup>a</sup>	91%
2011-2012	\$209,515	91%
2010-2011	\$210,267	94%
<b>Asian</b>		
2012-2013	\$174,799 <sup>b</sup>	88%
2011-2012	\$179,118	90%
2010-2011	\$187,979	88%
<b>Hispanic</b>		
2012-2013	\$219,028 <sup>ab</sup>	89%
2011-2012	\$194,686	100%
2010-2011	\$211,607	93%
<b>Black</b>		
2012-2013	\$230,352 <sup>a</sup>	95%
2011-2012	\$218,383	96%
2010-2011	\$217,659	100%
<b>All Others</b>		
2012-2013	\$187,766 <sup>ab</sup>	91%
2011-2012	\$186,470	87%
2010-2011	\$217,113	89%

‡Mean taken from responses greater than zero.

a,b Means within subcolumn noted by distinct letters differ significantly by one-way ANOVA followed by the Gabriel post-hoc test.

**Table 2.3: Mean Reported Debt and Marital Status**

Marital Status	Debt <sup>‡</sup>	% in Debt
<b>Married/Cohabiting</b>		
2012-2013	\$220,709 <sup>a</sup>	92%
2011-2012	\$211,224	91%
2010-2011	\$209,428	94%
<b>Single</b>		
2012-2013	\$204,926 <sup>b</sup>	90%
2011-2012	\$201,657	90%
2010-2011	\$205,408	92%

‡Mean taken from responses greater than zero.

a,b Means within subcolumn noted by distinct letters differ significantly ( $p < 0.05$ ) by one-way ANOVA.

$\alpha, \beta$  Percentages within subcolumn noted by distinct letters differ ( $p < 0.05$ ) by z-test.

**Table 2.4: Mean Reported Debt and Financial Status**

<b>Financial Status</b>	<b>Debt<sup>‡</sup></b>	<b>% in Debt</b>
<b>Independent</b>		
2012-2013	\$222,218 <sup>a</sup>	94% <sup>α</sup>
2011-2012	\$217,867	93%
2010-2011	\$215,047	96%
<b>Dependent</b>		
2012-2013	\$176,805 <sup>b</sup>	83% <sup>β</sup>
2011-2012	\$168,598	83%
2010-2011	\$175,981	81%

‡Mean taken from responses greater than zero.

a,b Means within subcolumn noted by distinct letters differ significantly (p<0.05) by one-way ANOVA.

α,β Percentages within subcolumn noted by distinct letters differ (p<0.05) by z-test.

**Table 2.5: Mean Reported Debt and Parental Income**

<b>Parental Income</b>	<b>Debt<sup>‡</sup></b>	<b>% in Debt</b>
<b>\$49,999 or less</b>		
2012-2013	\$223,332 <sup>a</sup>	95%
2011-2012	\$218,690	96% <sup>α</sup>
2010-2011	\$215,521	98%
<b>\$50,000 - \$99,999</b>		
2012-2013	\$221,765 <sup>a</sup>	95%
2011-2012	\$215,152	95% <sup>α</sup>
2010-2011	\$213,832	97%
<b>\$100,000 - 199,999</b>		
2012-2013	\$207,998 <sup>b</sup>	92%
2011-2012	\$202,775	91% <sup>β</sup>
2010-2011	\$204,222	95%
<b>\$200,000 or more</b>		
2012-2013	\$189,430 <sup>c</sup>	81%
2011-2012	\$179,335	80% <sup>γ</sup>
2010-2011	\$186,661	79%

‡Mean taken from responses greater than zero.

a,b,c Means within subcolumn noted by distinct letters differ significantly by one-way ANOVA followed by the Gabriel post-hoc test.

α,β,γ, Percentages within subcolumn noted by distinct letters differ significantly (p<0.05) by z-test.



**Table 2.6: Mean Reported Debt and Parental Education**

Parental Education <sup>†</sup>	Debt <sup>‡</sup>	% in Debt
<b>Graduate/Professional Degree</b>		
2012-2013	\$204,070 <sup>a</sup>	88% <sup>α</sup>
2011-2012	\$193,719	88%
2010-2011	\$197,740	89%
<b>Bachelor's Degree</b>		
2012-2013	\$215,508 <sup>b</sup>	93% <sup>β</sup>
2011-2012	\$212,302	93%
2010-2011	\$215,392	94%
<b>No College Degree</b>		
2012-2013	\$221,451 <sup>b</sup>	94% <sup>β</sup>
2011-2012	\$220,934	94%
2010-2011	\$216,762	97%

<sup>†</sup>Highest education level indicated between mother and father considered.

<sup>‡</sup>Mean taken from responses greater than zero.

a,b Means within subcolumn noted by distinct letters differ significantly, by one-way ANOVA followed by the Gabriel post-hoc test.

α,β Percentages within subcolumn noted by distinct letters differ significantly (p<0.05) by z-test.

**Table 3: Mean Reported Debt, Parental Income and Financial Independence/Dependence**

Parental Income	Debt		Debt % Difference	% in Debt	
	Dependent	Independent		Dependent	Independent
<b>\$49,999 or less</b>					
2012-2013	\$186,788 <sup>abα</sup>	\$230,182 <sup>aβ</sup>	21%	91%	95% <sup>xy</sup>
2011-2012	\$192,898	\$224,315	15%	93%	96%
2010-2011	\$201,502	\$217,284	8%	100%	97%
<b>\$50,000 - \$99,999</b>					
2012-2013	\$194,596 <sup>aα</sup>	\$228,493 <sup>aβ</sup>	16%	96%	94% <sup>x</sup>
2011-2012	\$179,258	\$223,762	22%	92%	96%
2010-2011	\$192,629	\$217,862	12%	96%	97%
<b>\$100,000 - 199,999</b>					
2012-2013	\$183,041 <sup>aα</sup>	\$218,426 <sup>abβ</sup>	18%	89% <sup>φ</sup>	94% <sup>γψ</sup>
2011-2012	\$177,883	\$213,126	18%	93%	91%
2010-2011	\$179,593	\$211,135	16%	90%	96%
<b>\$200,000 or more</b>					
2012-2013	\$157,345 <sup>bα</sup>	\$206,708 <sup>bβ</sup>	27%	83% <sup>φ</sup>	92% <sup>zψ</sup>
2011-2012	\$169,530	\$203,867	18%	68%	89%
2010-2011	\$150,247	\$207,879	32%	63%	94%

a,b Means within subcolumn noted by distinct letters differ significantly (p<0.05) by one-way ANOVA followed by the Gabriel post-hoc test.

α,β Means within subrow noted by distinct letters differ significantly (p<0.05) by one-way ANOVA.

x,y,z Percentages within subcolumn noted by distinct letters differ significantly (p<0.05) by z test.

φ,ψ Percentages within subrow noted by distinct letters differ significantly (p<0.05) by z-test.

**Table 4: Osteopathic Education Debt, Consolidation & Repayment Plans**

	<b>% Students</b>
<b>Will Consolidate Debt</b>	
2012-2013	51%
2011-2012	51%
2010-2011	53%
<b>Will Not Consolidate Debt</b>	
2012-2013	20%
2011-2012	18%
2010-2011	16%
<b>Undecided</b>	
2012-2013	29%
2011-2012	28%
2010-2011	30%
<b>Mean Years to Repay Debt</b>	
2012-2013	15
2011-2012	15
2010-2011	15

**Table 5: Osteopathic Education Debt, Loan Forgiveness Participation Plans**

	<b>% Students</b>
<b>Will Participate</b>	
2012-2013	51%
2011-2012	47%
2010-2011	N/A
<b>Will Not Participate</b>	
2012-2013	49%
2011-2012	50%
2010-2011	N/A

**Table 6: Percentage of Graduating Seniors Planning Loan Forgiveness Participation By Program**

	% Students
<b>Hospital Program</b>	
2012-2013	51%
2011-2012	53%
2010-2011	N/A
<b>Department of Education's Public Service Loan Forgiveness</b>	
2012-2013	51%
2011-2012	50%
2010-2011	N/A
<b>State Loan Forgiveness Program</b>	
2012-2013	35%
2011-2012	34%
2010-2011	N/A
<b>National Health Service Corps</b>	
2012-2013	15%
2011-2012	15%
2010-2011	N/A
<b>Armed Services (Navy, Army, Air Force)</b>	
2012-2013	5%
2011-2012	4%
2010-2011	N/A
<b>Other Loan Forgiveness Programs</b>	
2012-2013	5%
2011-2012	6%
2010-2011	N/A

**Table 7: Expected Net Income**

	Mean	Median	Mode
<b>One Year After Residency</b>			
2012-2013	\$167,699	\$160,000	\$200,000
2011-2012	\$165,531	\$150,000	\$200,000
2010-2011	\$164,964	\$150,000	\$200,000
<b>Five Years After Residency</b>			
2012-2013	\$229,156	\$200,000	\$200,000
2011-2012	\$226,968	\$200,000	\$200,000
2010-2011	\$228,849	\$200,000	\$200,000
<b>Ten Years After Residency</b>			
2012-2013	\$288,955	\$250,000	\$300,000
2011-2012	\$303,577	\$250,000	\$250,000
2010-2011	\$276,993	\$250,000	\$200,000

**Table 8: Mean Osteopathic Medical Education Scholarship/Grants, Graduating Seniors\***

Source of Scholarship	Award <sup>‡</sup>			% Awarded		
	All Schools	Public	Private	All Schools	Public	Private
<b>Total Scholarships/Grants</b>						
2012-2013	\$63,795	\$79,530	\$61,135	43%	38% <sup>α</sup>	44% <sup>β</sup>
2011-2012	\$71,439	\$56,713	\$75,514	40%	44%	39%
2010-2011	\$48,735	\$28,395	\$55,444	43%	49%	42%
<b>National Health Service Corps (NHSC) Scholarship</b>						
2012-2013	\$122,142	\$197,500	\$114,210	1%	1%	1%
2011-2012	\$136,393	\$107,000	\$137,569	1%	0%	1%
2010-2011	\$113,778	\$72,000	\$143,619	0%	0%	1%
<b>Armed Forces Health Professions (AFHP) Scholarship</b>						
2012-2013	\$218,433	\$267,237 <sup>a</sup>	\$209,945 <sup>b</sup>	10%	9%	11%
2011-2012	\$219,616	\$202,195	\$223,381	10%	9%	11%
2010-2011	\$184,917	\$156,061	\$188,160	8%	3%	9%
<b>State Government Scholarship/Grant</b>						
2012-2013	\$18,241	\$21,250	\$17,566	5%	6%	5%
2011-2012	\$23,657	\$10,591	\$29,443	4%	7%	4%
2010-2011	\$26,109	\$9,659	\$36,210	3%	6%	3%
<b>Award from Osteopathic Medical School</b>						
2012-2013	\$13,799	\$12,214	\$13,993	22%	14% <sup>α</sup>	23% <sup>β</sup>
2011-2012	\$15,512	\$10,977	\$16,666	18%	19%	18%
2010-2011	\$13,390	\$10,484	\$14,217	15%	15%	15%
<b>Tuition Waiver</b>						
2012-2013	\$46,823	\$49,526	\$45,397	2%	5% <sup>α</sup>	2% <sup>β</sup>
2011-2012	\$42,972	\$43,657	\$42,342	3%	8%	2%
2010-2011	\$43,825	\$44,085	\$43,655	2%	4%	2%
<b>Osteopathic Association</b>						
2012-2013	\$6,315	\$6,712	\$6,235	8%	8%	8%
2011-2012	\$5,058	\$6,265	\$6,265	6%	7%	6%
2010-2011	\$6,416	\$3,282	\$7,664	5%	7%	5%
<b>Other Sources</b>						
2012-2013	\$17,482	\$22,850	\$16,438	10%	9%	10%
2011-2012	\$19,295	\$17,789	\$17,789	8%	10%	8%
2010-2011	\$18,079	\$32,528	\$13,615	6%	7%	6%

\*All award data are self-reported by survey respondents

‡Mean taken from responses greater than zero.

a,b Means within subrow noted by distinct letters differ significantly (p&lt;0.05) by one-way ANOVA.

α,β Percentages within subrow noted by distinct letters differ significantly (p&lt;0.05) by one-way ANOVA.

**Table 8a: Mean Award and AFHP and NHSC Scholarships**

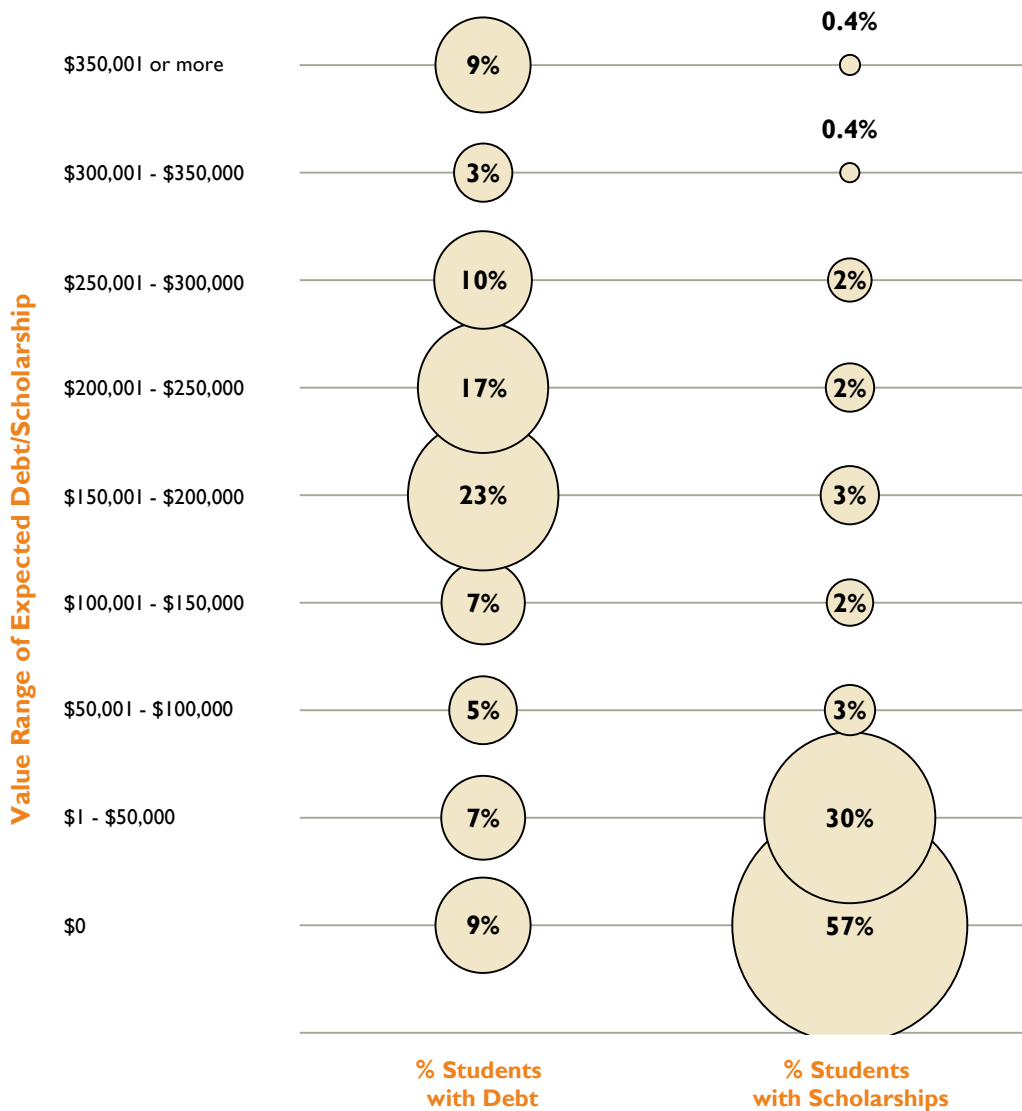
Source of Scholarship	Award <sup>‡</sup>		% Awarded	
	Public	Private	Public	Private
<b>Total Scholarships/Grants</b>				
2012-2013	\$79,530	\$61,135	38% <sup>α</sup>	44% <sup>β</sup>
2011-2012	\$56,713	\$75,514	44%	39%
2010-2011	\$28,395	\$55,444	49%	42%
<b>Non-AFHP/NHSC Scholarships</b>				
2012-2013	\$24,297	\$18,461	32% <sup>α</sup>	38% <sup>β</sup>
2011-2012	\$21,419	\$22,280	38%	31%
2010-2011	\$17,644	\$19,434	44%	33%

<sup>‡</sup>Mean taken from responses greater than zero.

a,b Means within subrow noted by distinct letters differ significantly (p<0.05) by one-way ANOVA.

α,β Percentages within subrow noted by distinct letters differ significantly (p<0.05) by z-test.

**Chart 1: Percentage of Students with Reported Debt and Scholarships\***



\*Bubble sizes are proportional to the percentage/number of students with debt/scholarships and may appear inconsistent due to rounding.

**Table 9.1: Mean Award and Gender**

<b>Gender</b>	<b>Award<sup>‡</sup></b>	<b>% Awarded</b>
<b>Male</b>		
2012-2013	\$76,894 <sup>a</sup>	44%
2011-2012	\$83,555	40%
2010-2011	\$57,451	42%
<b>Female</b>		
2012-2013	\$49,605 <sup>b</sup>	43%
2011-2012	\$58,482	39%
2010-2011	\$40,886	45%

‡Mean taken from all responses.

a,b Means within subcolumn noted by distinct letters differ significantly ( $p < 0.05$ ) by one-way ANOVA.

**Table 9.1a: Mean Award and Gender**

<b>Source of Scholarship/Grant</b>	<b>Award<sup>‡</sup></b>		<b>% Awarded</b>	
	<b>Male</b>	<b>Female</b>	<b>Male</b>	<b>Female</b>
<b>Total Scholarships/Grants</b>				
2012-2013	\$76,894 <sup>a</sup>	\$49,605 <sup>b</sup>	44%	43%
2011-2012	\$83,555	\$58,482	44%	39%
2010-2011	\$57,451	\$40,886	42%	45%
<b>AFHP Scholarships</b>				
2012-2013	\$222,467	\$210,642	13% <sup>α</sup>	7% <sup>β</sup>
2011-2012	\$224,270	\$213,303	13%	7%
2010-2011	\$184,168	\$185,703	9%	6%
<b>Non-AFHP Scholarships</b>				
2012-2013	\$21,987	\$21,383	36%	39%
2011-2012	\$25,341	\$26,255	32%	35%
2010-2011	\$20,834	\$19,759	32%	39%

‡Mean taken from responses greater than zero.

a,b Means within subrow noted by distinct letters differ significantly ( $p < 0.05$ ) by one-way ANOVA.

α,β Percentages within subrow noted by distinct letters differ significantly ( $p < 0.05$ ) by z-test.

**Table 9.2: Mean Scholarship Award and Race/Ethnicity**

Race/Ethnicity	Award <sup>‡</sup>	% Awarded
<b>White</b>		
2012-2013	\$68,600 <sup>a</sup>	46% <sup>α</sup>
2011-2012	\$74,488	41%
2010-2011	\$52,211	45%
<b>Asian</b>		
2012-2013	\$18,250 <sup>b</sup>	22% <sup>β</sup>
2011-2012	\$34,310	19%
2010-2011	\$26,950	34%
<b>Hispanic</b>		
2012-2013	\$89,465 <sup>ab</sup>	50% <sup>α</sup>
2011-2012	\$98,916	73%
2010-2011	\$31,339	38%
<b>Black</b>		
2012-2013	\$36,444 <sup>b</sup>	49% <sup>α</sup>
2011-2012	\$45,764	58%
2010-2011	\$35,838	67%
<b>All Others</b>		
2012-2013	\$69,685 <sup>ab</sup>	58% <sup>α</sup>
2011-2012	\$89,478	53%
2010-2011	\$68,960	42%

‡Mean taken from responses greater than zero.

a,b Means within subcolumn noted by distinct letters differ significantly by one-way ANOVA followed by the Games-Howell post-hoc test.

α,β Percentages within subcolumn noted by distinct letters differ significantly (p<0.05) by z-test.

**Table 9.3: Mean Scholarship Award and Marital Status**

Marital Status	Award <sup>‡</sup>	% Awarded
<b>Married/Cohabiting</b>		
2012-2013	\$72,698 <sup>a</sup>	48% <sup>α</sup>
2011-2012	\$78,907	45%
2010-2011	\$50,634	47%
<b>Single</b>		
2012-2013	\$56,356 <sup>b</sup>	40% <sup>β</sup>
2011-2012	\$64,500	35%
2010-2011	\$46,456	43%

‡Mean taken from responses greater than zero.

a,b Means within subcolumn noted by distinct letters differ significantly by one-way ANOVA.

α,β Percentages within subcolumn noted by distinct letters differ significantly, (p<0.05) by z-test.

**Table 9.4: Mean Scholarship Award and Financial Status**

<b>Financial Status</b>	<b>Award<sup>‡</sup></b>	<b>% Awarded</b>
<b>Independent</b>		
2012-2013	\$73,193 <sup>a</sup>	48% <sup>α</sup>
2011-2012	\$78,243	45%
2010-2011	\$54,802	47%
<b>Dependent</b>		
2012-2013	\$23,568 <sup>b</sup>	31% <sup>β</sup>
2011-2012	\$29,241	44%
2010-2011	\$19,654	32%

‡Mean taken from responses greater than zero.

a,b Means within subcolumn noted by distinct letters differ significantly by one-way ANOVA.

α,β Percentages within subcolumn noted by distinct letters differ significantly,

‡Highest education level indicated between mother and father considered.

**Table 9.5: Mean Scholarship Award and Parental Income**

<b>Parental Income</b>	<b>Award<sup>‡</sup></b>	<b>% Awarded</b>
<b>\$49,999 or less</b>		
2012-2013	\$67,543	47% <sup>α</sup>
2011-2012	\$58,153	46%
2010-2011	\$45,942	52%
<b>\$50,000 - \$99,999</b>		
2012-2013	\$68,293	49% <sup>α</sup>
2011-2012	\$71,256	43%
2010-2011	\$47,900	49%
<b>\$100,000 - 199,999</b>		
2012-2013	\$64,402	45% <sup>α</sup>
2011-2012	\$79,096	40%
2010-2011	\$59,391	41%
<b>\$200,000 or more</b>		
2012-2013	\$49,259	33% <sup>β</sup>
2011-2012	\$78,830	28%
2010-2011	\$40,980	31%

‡Mean taken from responses greater than zero.

α,β Percentages within subcolumn noted by distinct letters differ significantly (p<0.05) by z-test.



**Table 9.6: Mean Scholarship Award and Parental Education**

<b>Parental Education<sup>†</sup></b>	<b>Award<sup>‡</sup></b>	<b>% Awarded</b>
<b>Graduate/Professional Degree</b>		
2012-2013	\$65,345	39% <sup>α</sup>
2011-2012	\$80,668	37%
2010-2011	\$52,302	38%
<b>Bachelor's Degree</b>		
2012-2013	\$59,328	45% <sup>β</sup>
2011-2012	\$56,695	40%
2010-2011	\$44,049	45%
<b>No College Degree</b>		
2012-2013	\$65,262	52% <sup>γ</sup>
2011-2012	\$69,877	44%
2010-2011	\$47,085	51%

<sup>†</sup>Highest education level indicated between mother and father considered.

<sup>‡</sup>Mean taken from responses greater than zero.

<sup>α,β,γ</sup> Percentages within subcolumn noted by distinct letters differ significantly, (p<0.05) by z-test.

**Table 10: Sources of Funds for Osteopathic Medical Education (% of total cost provided by each source)**

	All Schools	Public	Private
<b>Loans</b>			
2012-2013	78%	80%	78%
2011-2012	78%	77%	79%
2010-2011	79%	81%	79%
<b>Scholarships/Grants</b>			
2012-2013	9%	8%	9%
2011-2012	10%	10%	9%
2010-2011	9%	7%	9%
<b>Savings</b>			
2012-2013	2%	1%	2%
2011-2012	2%	2%	2%
2010-2011	2%	2%	2%
<b>Earnings</b>			
2012-2013	1%	1%	1%
2011-2012	1%	1%	1%
2010-2011	1%	2%	1%
<b>Parents</b>			
2012-2013	9%	8%	9%
2011-2012	8%	9%	8%
2010-2011	8%	8%	8%
<b>Relatives</b>			
2012-2013	1%	0% <sup>a</sup>	1% <sup>b</sup>
2011-2012	1%	0%	1%
2010-2011	1%	0%	1%
<b>Other</b>			
2012-2013	1%	1%	1%
2011-2012	0%	1%	0%
2010-2011	0%	1%	0%

a,b Percentages within subrow noted by distinct letters differ significantly ( $p < 0.05$ ) by one-way ANOVA.

**Table 11: Evaluation of Quality of Osteopathic Medical Training 2012-2013**

	Students		
	2012-2013	2011-2012	2010-2011
Very Satisfied	23%	22%	22%
Satisfied	59%	61%	60%
Neither Satisfied nor Dissatisfied	11%	11%	12%
Dissatisfied	6%	6%	5%
Very Dissatisfied	1%	1%	1%
Mean Satisfaction Rating*	4.0	4.0	4.0

\*Scale from 1 to 5; 1 being "Very Dissatisfied," 5 being "Very Satisfied."

**Table 12: Satisfaction Level with Osteopathic Medicine Career Selection 2012-2013**

	Students		
	2012-2013	2011-2012	2010-2011
Very Satisfied	38%	37%	41%
Satisfied	44%	44%	42%
Neither Satisfied nor Dissatisfied	14%	14%	13%
Dissatisfied	4%	4%	4%
Very Dissatisfied	1%	1%	1%
Mean Satisfaction Rating*	4.1	4.1	4.2

\*Scale from 1 to 5; 1 being "Very Dissatisfied," 5 being "Very Satisfied."

**Table 13: 2012-2013 Graduating Seniors, if Starting Over, Would Prefer to Enroll in:**

	Students		
	2012-2013	2011-2012	2010-2011
The osteopathic school from which you are about to graduate	56%	56%	58%
Another osteopathic medical school	9%	9%	10%
An allopathic medical school	30%	30%	27%
Would not have gone to medical school at all	5%	5%	5%

**Table 14: Diversity Valued by Osteopathic Medical School, Graduating Seniors 2012-2013**

	Students		
	2012-2013	2011-2012	2010-2011
Strongly Agree	28%	28%	N/A
Agree	47%	46%	N/A
Neither Agree nor Disagree	17%	18%	N/A
Disagree	6%	6%	N/A
Strongly Disagree	2%	2%	N/A
Mean Agreement Rating*	3.9	3.9	N/A

\*Scale from 1 to 5; 1 being "Strong Disagree," 5 being "Strongly Agree."

**Table 15: 2012-2013 Graduating Seniors' Evaluation of First Two Years of Medical Education**

	<b>Strongly Agree</b>	<b>Agree</b>	<b>Neither Agree Nor Disagree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
Basic and clinical science course objectives were made clear to students	33%	56%	7%	3%	1%
Basic science courses were sufficiently integrated with one another	27%	51%	11%	8%	2%
Basic science courses were sufficiently integrated with clinical training	23%	47%	15%	13%	3%
Course objectives & examination content matched closely	24%	54%	13%	6%	2%
Coursework adequately prepared students for clerkships	24%	51%	14%	8%	2%
The first two years of medical school were well-organized	22%	46%	15%	11%	5%
Students were provided with timely feedback on performance	26%	51%	13%	8%	2%
There was adequate exposure to patient care during the first two years	21%	39%	16%	18%	7%
Osteopathic principles were adequately integrated into coursework	35%	50%	10%	4%	1%
An appropriate amount of training was provided in OMT	42%	46%	7%	3%	2%
There was adequate preparation for COMLEX Level I	24%	41%	15%	13%	6%

*Highlighted categories are those where  $\leq 70\%$  are "Strongly Agree" + "Agree."*

**Table 16: 2012-2013 Graduating Seniors' Evaluation of Time Devoted to Various Areas of Instruction**

	Appropriate	Inadequate	Excessive
Basic medical science	89%	8%	2%
Behavioral science	83%	15%	2%
Biostatistics	60%	38%	2%
Bioterrorism	60%	37%	3%
Care of ambulatory patients	87%	8%	5%
Care of elderly (geriatrics)	80%	14%	7%
Care of hospitalized patients	82%	17%	0%
Care of patients with HIV/AIDS	71%	28%	1%
Clinical decision-making	84%	15%	1%
Clinical pharmacology	78%	20%	2%
Clinical science	90%	9%	1%
Cost-effective medical practice	54%	45%	1%
Diagnostic skills	89%	10%	1%
Drug and alcohol abuse	87%	12%	1%
Family/domestic violence	78%	21%	1%
Genetics	80%	17%	3%
Health promotion & disease prevention	90%	8%	2%
Human sexuality	78%	20%	2%
Independent learning & self-evaluation	83%	12%	4%
Infection control/health care setting	89%	10%	1%
Infectious disease prevention	91%	8%	1%
Integrative medicine	82%	16%	2%
Legal medicine	64%	33%	2%
Literature analysis skill	59%	40%	1%
Medical care cost control	53%	46%	1%
Medical ethics	82%	12%	6%
Medical record-keeping	67%	32%	1%
Medical socioeconomics	69%	30%	1%
Neuromusculoskeletal Medicine/OMT	82%	3%	15%
Nutrition	70%	27%	2%
Pain management	68%	31%	1%
Patient education	90%	10%	1%
Patient follow-up	89%	11%	1%
Patient interviewing skills	92%	2%	5%
Physician-patient relationship	94%	3%	3%
Practice management	64%	35%	1%
Primary care	82%	3%	15%
Public health & community medicine	85%	11%	4%
Rehabilitation	70%	30%	1%
Research techniques	51%	49%	1%
Role of medicine in community	87%	12%	2%
Screening for diseases	94%	6%	0%
Teamwork with other health professionals	87%	10%	3%
Therapeutic management	89%	11%	0%
Use of computers	83%	16%	1%
Utilization review & quality assurance	74%	25%	1%

Beige highlighted categories are those where  $\leq 70\%$  are "Appropriate" or  $\geq 10\%$  "Excessive."  
 Teal highlighted categories are those where  $\geq 90\%$  are "Appropriate."

**Table 17: 2012-2013 Graduating Seniors' Evaluation of Clinical Education – Required Clerkships**

	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree
Clear goals and objective were set	19%	55%	15%	9%	2%
Able to design own goals and objectives	17%	48%	20%	13%	3%
Clear performance objectives were set	16%	52%	18%	12%	2%
Clerkships were well-organized	12%	42%	23%	16%	6%
Rounds were conducted as scheduled	16%	52%	21%	9%	2%
Timely feedback was provided on performance	15%	53%	18%	11%	3%
Too large a role by residents in teaching and evaluation <sup>†</sup>	7%	20%	29%	36%	8%
Appropriate diversity of patients and their health issues	27%	58%	10%	3%	1%
Appropriate number of inpatient experiences	26%	53%	8%	9%	4%
Each clerkship had an osteopathic orientation	6%	14%	19%	41%	20%
Osteopathic principles & practice (OPP) were well-integrated in each clerkship	6%	16%	21%	37%	19%
Appropriate technology usage for situation	21%	60%	14%	4%	1%
Able to work on a personal basis with patients	36%	57%	6%	1%	0%
Attending modeled excellent patient relationship skills	23%	55%	18%	3%	1%
Support staff was friendly and supportive	24%	56%	15%	4%	1%
Coverage hours were set and finished on time	16%	51%	22%	9%	2%
Was asked relevant and pertinent questions on patient diagnosis, treatment options, management, and follow-up care	23%	62%	11%	3%	1%
Felt free to ask questions	30%	57%	10%	3%	1%
The attending seemed interested in my opinions	19%	51%	23%	5%	2%
Personal concerns were addressed by the attending while on rotation	18%	51%	25%	6%	1%
Was treated with respect	26%	57%	13%	3%	1%
Able to discuss progress on rotation with attending	21%	55%	18%	5%	1%
Attending critically evaluated me during rotation	18%	54%	20%	7%	1%
Able to discuss the final rotation evaluation with the attending	16%	46%	22%	13%	3%
Attending based the evaluation on direct observation	18%	54%	21%	6%	1%
Able to meet & discuss areas of concern with the attending outside of the clinical setting	14%	41%	28%	15%	3%
Lived a reasonable distance from rotation sites	20%	51%	15%	10%	4%
Rotations prepared me for examinations	15%	47%	20%	13%	4%
Testing was provided at end of each rotation	24%	55%	12%	7%	2%
Adequate preparation for COMLEX Level 2-CE	17%	46%	19%	13%	5%
Adequate preparation for COMLEX Level 2-PE	33%	52%	9%	4%	2%

Beige highlighted categories are those where  $\leq 70\%$  are "Strongly Agree" + "Agree."

Teal highlighted categories are those where  $\geq 90\%$  are "Strongly Agree" + "Agree."

†Not highlighted because evaluation factor is stated in the negative.

**Table 18: 2012-2013 Graduating Seniors' Evaluation of Clinical Education – Selective/Elective Clerkships**

	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree
Clear goals and objectives were set	21%	58%	15%	5%	1%
Able to design own goals and objectives	23%	58%	13%	4%	1%
Clear performance objectives were set	19%	58%	17%	5%	1%
Clerkships were well-organized	19%	55%	17%	6%	2%
Rounds were conducted as scheduled	20%	59%	17%	3%	1%
Timely feedback was provided on performance	20%	58%	15%	5%	1%
Too large a role by residents in teaching and evaluation†	9%	26%	26%	33%	6%
Appropriate diversity of patients and their health issues	30%	60%	8%	1%	0%
Appropriate number of inpatient experiences	29%	58%	9%	3%	1%
Each clerkship had an osteopathic orientation	9%	23%	19%	32%	17%
Osteopathic principles and practice (OPP) were well-integrated in each clerkship	8%	22%	23%	31%	16%
Appropriate technology usage for situation	25%	60%	12%	2%	1%
Able to work on a personal basis with patients	33%	58%	7%	1%	0%
Attending modeled excellent patient relationship skills	27%	59%	12%	1%	0%
Support staff was friendly and supportive	28%	60%	10%	2%	0%
Coverage hours were set and finished on time	21%	58%	16%	4%	1%
Was asked relevant and pertinent questions on patient diagnosis, treatment options, management, and follow-up care	27%	63%	8%	1%	1%
Felt free to ask questions	31%	59%	9%	1%	1%
Attending seemed interested in my opinions	24%	58%	14%	3%	1%
Personal concerns were addressed by the attending while on rotation	22%	56%	19%	3%	1%
Was treated with respect	30%	60%	9%	1%	0%
Able to discuss progress on rotation with attending	23%	59%	14%	3%	1%
Attending critically evaluated me during rotation	22%	58%	16%	4%	1%
Able to discuss the final rotation evaluation with the attending	21%	52%	18%	8%	2%
Attending based the evaluation on direct observation	23%	58%	15%	3%	1%
Able to meet and discuss areas of concern with the attending outside of the clinical setting	18%	49%	22%	9%	2%
Lived a reasonable distance from rotation sites	21%	56%	15%	5%	2%
Rotations prepared me for examinations	19%	53%	22%	5%	1%
Testing was provided at end of each clerkship	15%	38%	22%	19%	7%
Adequate preparation for COMLEX Level 2-CE	18%	47%	24%	8%	3%
Adequate preparation for COMLEX Level 2-PE	25%	51%	19%	4%	1%

Beige highlighted categories are those where  $\leq 70\%$  are "Strongly Agree" + "Agree."  
 Teal highlighted categories are those where  $\geq 90\%$  are "Strongly Agree" + "Agree."

†Not highlighted because evaluation factor is stated in the negative.

**Table 19: Graduating Seniors Who Applied To Elective MD Rotations through VSAS**

	<b>% Students</b>
Did Apply through VSAS	53%
Did Not Apply through VSAS	46%
Unsure	1%
Total	100%

**Table 20: Applications to Elective MD Rotations through VSAS**

	<b>Mean</b>
Number of Applications	12.3
Number of Acceptances	3.5
Number of Rotations Completed	2.6



**Table 21: 2012-2013 Graduating Seniors' Evaluation of Confidence Level to Perform Certain Examinations**

	Completely Confident	Mostly Confident	Fairly Confident	Not at All Confident	No Opportunity to Perform
General adult examination	64%	32%	4%	0%	0%
General pediatric examination	29%	43%	24%	4%	0%
Well-baby examination	22%	35%	32%	10%	0%
Breast and pelvic examination	34%	38%	22%	6%	0%
Prostate and testicular examination	25%	38%	26%	10%	2%
Osteopathic structural examination	37%	37%	22%	4%	0%
Sports participation examination	37%	39%	18%	3%	2%

Beige highlighted categories are those where  $\leq 70\%$  are "Completely Confident" + "Mostly Confident."  
 Teal highlighted categories are those where  $\geq 90\%$  are "Completely Confident" + "Mostly Confident."

**Table 22: 2012-2013 Graduating Seniors' Evaluation of Various Academic Services**

	Very Satisfied	Satisfied	Neither Satisfied Nor Dissatisfied	Dissatisfied	Strongly Dissatisfied
Academic counseling	13%	40%	22%	16%	8%
Accessibility to administration	16%	45%	20%	13%	6%
Awareness of student problems by administration	12%	37%	20%	20%	10%
Career counseling	9%	29%	29%	21%	11%
Computer resource center	18%	50%	24%	4%	3%
Disability insurance	9%	27%	58%	3%	2%
Electronic communication (e-mail, Internet/Intranet)	23%	58%	13%	4%	1%
Faculty mentoring	14%	34%	24%	17%	10%
Financial aid administration services	24%	48%	20%	5%	3%
Library	29%	53%	13%	3%	2%
Participation of students on key medical school committees	18%	49%	27%	3%	2%
Personal counseling	13%	33%	42%	7%	5%
Student health insurance	11%	33%	33%	13%	10%
Student health services	13%	39%	33%	9%	6%
Student relaxation space	13%	39%	29%	12%	6%
Student study space	17%	48%	17%	12%	6%
Tutorial help	13%	35%	43%	5%	4%

Highlighted categories are those where  $\leq 70\%$  are "Very Satisfied" + "Satisfied."

**Table 23: 2012-2013 Graduating Seniors' Evaluation of Training in Osteopathic Manipulative Treatment, Principles, and Practice**

	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree
Well-prepared to diagnose structural problems	30%	56%	11%	3%	1%
Well-prepared to treat structural problems	26%	54%	13%	6%	1%
Well-prepared to document findings in a structural examination	26%	55%	13%	5%	1%
Had opportunity to practice OPP during first two years in medical school	49%	44%	6%	1%	0%
Had opportunity to practice OPP during in-hospital rotations	12%	30%	19%	28%	11%
Had opportunity to practice OPP during ambulatory primary care rotations	16%	51%	15%	13%	5%
Had opportunity to practice OPP during ambulatory non-primary care rotations	11%	28%	22%	29%	10%
Had osteopathic physician role models during the first two years in medical school	33%	50%	11%	4%	2%
Had osteopathic physician role models during required in-hospital rotations	13%	36%	19%	24%	9%
Had osteopathic physician role models during ambulatory primary care rotations	17%	49%	16%	13%	5%
Had osteopathic physician role models during ambulatory non-primary care rotations	13%	35%	22%	22%	7%
Had osteopathic physician role models during selectives/electives	14%	39%	21%	19%	7%

*Beige highlighted categories are those where  $\leq 70\%$  are "Strongly Agree" + "Agree."  
Teal highlighted categories are those where  $\geq 90\%$  are "Strongly Agree" + "Agree."*

**Table 24: 2012-2013 Graduating Seniors' Evaluation of Training in Geriatric Care**

	<b>Strongly Agree</b>	<b>Agree</b>	<b>Neither Agree Nor Disagree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
Can identify situations where co-morbid conditions, life expectancy, and/or functional status should modify (or override) standard recommendations for screening tests in older adults	26%	61%	10%	3%	0%
Can anticipate and identify hazards of hospitalization for older adults	27%	63%	8%	1%	0%
Can identify those medications that should be avoided or used with caution in older adults	21%	59%	15%	4%	0%
Can differentiate the clinical presentations of delirium, dementia, and depression in older adults	28%	61%	9%	2%	0%
Can assess a patient's self-care/functional capacity, e.g. ADLs & IADLs	23%	58%	15%	4%	0%
Can assess an older adult patient's fall risk, identify underlying causative factors, and make recommendations for further evaluation and initial management	21%	60%	14%	4%	0%
Can describe the differences in the presenting signs, symptoms, and laboratory findings of common conditions in older, as compared to younger, adults	23%	61%	13%	3%	0%

*Teal highlighted categories are those where  $\geq 90\%$  are "Strongly Agree" + "Agree."*

**Table 25: 2012-2013 Graduating Seniors' Evaluation of School's Involvement in Clerkship Years**

	<b>% Students</b>
Excessive Involvement	2%
Outstanding Involvement	11%
Adequate Involvement	46%
Some, but Inadequate, Involvement	32%
Not Involved	8%

**Table 26: Type of School Involvement During Clerkship Years**

	<b>% Students</b>
E-Mail	83%
COMLEX Level 2-PE Preparation	60%
Distance Learning	33%
COMLEX Level 2-CE Preparation	34%
Faculty Visits	27%
Newsletter	24%

**Table 27: Percentage of Time Devoted to Various Activities During Clerkship Years, 2012-2013 Graduating Seniors**

	<b>% Time</b>
Inpatient Care, Including Reading X-ray Films and Laboratory Work	49%
Outpatient Care	40%
Extended/Long-Term Care	5%
Research	2%
Other	3%

**Table 28: COMLEX-USA and USMLE Examinations, Graduating Seniors**

	<b>% Students</b>
<b>COMLEX-USA</b>	
Level 1 – Passed 1st Attempt	92%
Level 2-PE – Passed 1st Attempt	95%
Level 2-CE – Passed 1st Attempt	91%
<b>USMLE</b>	
Step 1 – Attempted Examination	41%
Step 1 – Passed 1st Attempt*	91%
Step 2 CK – Attempted Examination	30%
Step 2 CK – Passed 1st Attempt*	97%
Step 2 CS – Attempted Examination	2%
Step 2 CS – Passed 1st Attempt*	95%

\*Percentage of those attempting the respective examinations.

**Table 29: Interprofessional Medical Education Participation, Graduating Seniors 2012-2013**

	<b>% Students</b>
Did Participate	60%
Did Not Participate	34%
Unsure	6%

**Table 30: Types of Interprofessional Medical Education, Graduating Seniors 2012-2013**

	<b>% Students</b>
Clinical Education	91%
Physician Assistant	71%
MD Medicine	71%
Pharmacy	71%
Nursing	63%
Preclinical Education	48%
Physical Therapy	37%
Podiatry	37%
Social Work	34%
Dentistry	28%
Occupational Therapy	23%
Psychology	21%
Public Health	13%
Veterinary Medicine	6%
Other	3%

**Table 31: Settings of Interprofessional Medical Education, Graduating Seniors 2012-2013**

	<b>% Students</b>
Active Engagement with Patients	79%
Lecture (Clinical Subject)	61%
Lecture (Basic Science)	41%
Patient-Centered Case Studies	41%
Clinical Simulations	22%
Community Projects or Service Learning	21%
Skills Training in Team Settings	21%
Other	2%

**Table 32: 2012-2013 Graduating Seniors' Evaluation of Interprofessional Medical Education**

	<b>Strongly Agree</b>	<b>Agree</b>	<b>Neither Agree Nor Disagree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
The learning experiences with other health professionals helped me to better understand the roles of other health professionals in patient care.	29%	52%	17%	2%	1%
I believe the learning experiences with other health professionals will contribute to/improve my performance as an osteopathic physician.	32%	48%	16%	3%	1%

**Table 33: 2012-2013 Graduating Seniors' Evaluation of Percentage of Training Delivered by MD Physicians**

	<b>None</b>	<b>1%-25%</b>	<b>26%-50%</b>	<b>51%-75%</b>	<b>76%-100%</b>
During the First Two Years of Medical School	6%	61%	25%	7%	2%
During Required In-Hospital Rotations	1%	13%	27%	34%	24%
During Required Ambulatory Primary Care Rotations	8%	25%	30%	24%	13%
During Required Ambulatory Non-Primary Care Rotations	5%	18%	29%	28%	20%
During Selectives/Electives	1%	13%	25%	32%	29%



**Table 34: Immediate Post-Graduate Plans, Graduating Seniors**

	% Students	Gender		Race-Ethnicity				
		Male	Female	White	Asian	Hispanic	Black	All Others*
<b>Osteopathic Residency</b>								
2012-2013	32%	35% <sup>a</sup>	27% <sup>b</sup>	31%	31%	34%	37%	41%
2011-2012	29%	33%	24%	29%	27%	31%	26%	40%
2010-2011	29%	33%	25%	28%	29%	30%	30%	32%
<b>Dual AOA/ACGME-Approved Residency</b>								
2012-2013	11%	10% <sup>a</sup>	13% <sup>b</sup>	11% <sup>α</sup>	18% <sup>β</sup>	5% <sup>αγ</sup>	12% <sup>αβγ</sup>	4% <sup>αγ</sup>
2011-2012	12%	10%	14%	12%	13%	7%	20%	6%
2010-2011	12%	9%	14%	13%	9%	7%	15%	10%
<b>Internship</b>								
2012-2013	12%	13% <sup>a</sup>	11% <sup>b</sup>	12% <sup>α</sup>	17% <sup>β</sup>	11% <sup>αβ</sup>	21% <sup>β</sup>	18% <sup>αβ</sup>
2011-2012	12%	15%	9%	12%	12%	10%	14%	10%
2010-2011	13%	15%	12%	13%	16%	13%	15%	8%
<b>Allopathic Residency</b>								
2012-2013	37%	33% <sup>a</sup>	42% <sup>b</sup>	38%	32%	29%	21%	22%
2011-2012	40%	35%	46%	40%	44%	38%	32%	28%
2010-2011	39%	34%	43%	39%	41%	39%	20%	45%
<b>Government, NHSC, Military, VA, etc.</b>								
2012-2013	6%	7% <sup>a</sup>	4% <sup>b</sup>	6% <sup>α</sup>	0% <sup>β</sup>	16% <sup>γ</sup>	3% <sup>αβγ</sup>	10% <sup>αγ</sup>
2011-2012	5%	6%	4%	5%	0%	14%	3%	14%
2010-2011	5%	7%	4%	6%	2%	5%	7%	2%
<b>Undecided</b>								
2012-2013	2%	1%	2%	1% <sup>α</sup>	2% <sup>β</sup>	5% <sup>β</sup>	5% <sup>β</sup>	4% <sup>β</sup>
2011-2012	2%	2%	2%	1%	4%	0%	5%	2%
2010-2011	2%	2%	2%	1%	2%	6%	12%	2%
<b>Total</b>								
2012-2013	100%	100%	100%	100%	100%	100%	100%	100%
2011-2012	100%	100%	100%	100%	100%	100%	100%	100%
2010-2011	100%	100%	100%	100%	100%	100%	100%	100%

a,b Percentages within subrow noted by distinct letters differ significantly (p<0.05) z-test.

α,β,γ, Percentages within subrow noted by distinct letters differ significantly (p<0.05) z-test.

\*In 2010-2011 and 2011-2012, includes respondents indicating American Indian and Alaskan Native, Native Hawaiian and Pacific Islander or multiple races.

In 2009-2010, category also includes Hispanics and Blacks.

**Table 35: Reasons Given for Planning an Allopathic or Dual AOA/ACGME-Approved Residency\***

	% Students		
	2012-2013	2011-2012	2010-2011
Opens more career opportunities	60%	57%	55%
Located in more suitable geographic location(s)	72%	72%	74%
Located in larger institutions	61%	59%	59%
Believe better training and educational opportunities available	65%	60%	61%
Desire specialty training not available in osteopathic program	24%	25%	22%
Better chance of being accepted in program	14%	15%	15%
Allows ABMS board certification	13%	14%	N/A
Higher pay	13%	13%	12%
Shorter training period	6%	6%	7%
Obligation	0%	1%	1%
Other	9%	13%	11%

\*Each respondent indicating allopathic or dual AOA/ABMS-approved residency plans could choose one or more of the listed reasons influencing residency choice.

**Table 36: Board Certification Plans, Graduating Seniors**

	% Students	Gender		Race-Ethnicity				
		Male	Female	White	Asian	Hispanic	Black	All Others
<b>Osteopathic AOA Boards</b>								
2012-2013	39%	39%	40%	39% <sup>α</sup>	36% <sup>α</sup>	45% <sup>αβ</sup>	56% <sup>β</sup>	37% <sup>α</sup>
2011-2012	39%	41%	37%	39%	32%	45%	43%	60% <sup>γ</sup>
2010-2011	43%	43%	43%	44%	41%	46%	52%	35%
<b>Both AOA and ABMS Boards</b>								
2012-2013	22%	21%	23%	22% <sup>α</sup>	27% <sup>α</sup>	16% <sup>α</sup>	23%	24%
2011-2012	23%	21%	25%	23%	24%	17%	37%	12%
2010-2011	22%	22%	22%	22%	22%	23%	30%	29%
<b>Allopathic ABMS Boards</b>								
2012-2013	22%	24% <sup>a</sup>	19% <sup>b</sup>	22% <sup>α</sup>	25% <sup>α</sup>	24% <sup>α</sup>	9% <sup>β</sup>	18% <sup>αβ</sup>
2011-2012	22%	24%	20%	22%	27%	7%	4%	22%
2010-2011	18%	21%	15%	18%	22%	17%	6%	18%
<b>Other</b>								
2012-2013	0%	0%	0%	0%	0%	3%	0%	0%
2011-2012	0%	0%	0%	0%	0%	0%	1%	2%
2010-2011	0%	0%	0%	0%	0%	1%	0%	1%
<b>Not Planning Board Certification</b>								
2012-2013	0%	0%	0%	0%	0%	0%	0%	0%
2011-2012	0%	0%	0%	0%	0%	0%	0%	0%
2010-2011	0%	0%	0%	0%	0%	0%	0%	1%
<b>Undecided</b>								
2012-2013	17%	15% <sup>a</sup>	19% <sup>b</sup>	18% <sup>α</sup>	12% <sup>αβ</sup>	13% <sup>β</sup>	12% <sup>αβ</sup>	20% <sup>αβ</sup>
2011-2012	16%	13%	18%	16%	16%	31%	14%	4%
2010-2011	16%	13%	19%	16%	16%	14%	12%	17%
<b>Total</b>								
2012-2013	100%	100%	100%	100%	100%	100%	100%	100%
2011-2012	100%	100%	100%	100%	100%	100%	100%	100%
2010-2011	100%	100%	100%	100%	100%	100%	100%	100%

a,b Percentages within subrow noted by distinct letters differ significantly (p<0.05) z-test.

α,β Percentages within subrow noted by distinct letters differ significantly (p<0.05) z-test.

**Table 37: Reasons Given for Taking ABMS (Allopathic) or Both Boards\***

	% Students		
	2012-2013	2011-2012	2010-2011
ABMS board certification provides more opportunities	62%	61%	58%
Personal desire for dual certification	32%	30%	34%
ABMS board certification is more widely recognized	56%	56%	54%
Hospital privileges more readily obtained with ABMS board certification	30%	29%	31%
It is a requirement of the residency program	43%	46%	N/A
ABMS board certification has more colleague acceptance	39%	38%	36%
Licenses more readily obtained with ABMS board certification	23%	22%	31%
ABMS board certification carries more prestige	27%	25%	22%
Other	7%	9%	5%

\*Each respondent indicating plans to take ABMS or both boards could choose one or more of the listed reasons influencing board certification choice.

**Table 38: Long-Range Career Plans, Graduating Seniors**

	% Students	Gender		Race-Ethnicity				
		Male	Female	White	Asian	Hispanic	Black	All Others*
<b>Group or Other Type of Private Practice</b>								
2012-2013	47%	48%	46%	48% <sup>α</sup>	41% <sup>β</sup>	32% <sup>β</sup>	44% <sup>αβ</sup>	48% <sup>αβ</sup>
2011-2012	47%	48%	45%	49%	47%	45%	36%	44% <sup>l</sup>
2010-2011	47%	48%	46%	50%	43%	42%	27%	40%
<b>Self-Employed, with or without a Partner</b>								
2012-2013	9%	11% <sup>a</sup>	7% <sup>b</sup>	8% <sup>α</sup>	10% <sup>αβγ</sup>	18% <sup>β</sup>	7% <sup>αγ</sup>	17% <sup>βγ</sup>
2011-2012	9%	11%	7%	9%	6%	5%	8%	16%
2010-2011	10%	12%	8%	9%	11%	10%	16%	5%
<b>Practice in an HMO</b>								
2012-2013	7%	6%	7%	7% <sup>αβ</sup>	7% <sup>αβ</sup>	13% <sup>α</sup>	3% <sup>αβ</sup>	2% <sup>β</sup>
2011-2012	6%	5%	7%	6%	5%	8%	7%	2%
2010-2011	4%	4%	4%	4%	6%	6%	3%	6%
<b>Government, NHSC, Military, VA, etc.</b>								
2012-2013	8%	9% <sup>a</sup>	7% <sup>b</sup>	9% <sup>α</sup>	1% <sup>β</sup>	13% <sup>α</sup>	13% <sup>α</sup>	10% <sup>α</sup>
2011-2012	9%	9%	9%	9%	3%	20%	13%	16%
2010-2011	10%	10%	10%	10%	6%	11%	17%	19%
<b>Other Professional Activity</b>								
2012-2013	8%	8%	8%	8%	12%	0%	11%	8%
2011-2012	9%	8%	10%	8%	15%	3%	14%	8%
2010-2011	9%	9%	10%	9%	11%	8%	12%	10%
<b>Undecided</b>								
2012-2013	21%	19% <sup>a</sup>	24% <sup>b</sup>	20% <sup>α</sup>	29% <sup>β</sup>	24% <sup>αβ</sup>	22% <sup>αβ</sup>	15% <sup>α</sup>
2011-2012	21%	19%	22%	20%	24%	20%	22%	14%
2010-2011	19%	17%	21%	18%	23%	22%	24%	20%
<b>Total</b>								
2012-2013	100%	100%	100%	100%	100%	100%	100%	100%
2011-2012	100%	100%	100%	100%	100%	100%	100%	100%
2010-2011	100%	100%	100%	100%	100%	100%	100%	100%

a,b Percentages within subrow noted by distinct letters differ significantly (p&lt;0.05) z-test.

α,β,γ Percentages within subrow noted by distinct letters differ significantly (p&lt;0.05) z-test.

**Table 39: Size of Location Planned for Practice After Residency**

	% Students		
	2012-2013	2011-2012	2010-2011
Major Metropolitan Area (1,000,001 +)	18%	21%	20%
Metropolitan Area (500,001 - 1,000,000)	19%	18%	18%
City (100,001 - 500,000)	21%	20%	20%
City (50,001 - 100,000)	12%	11%	10%
City or Town (10,001 - 50,000)	12%	12%	11%
City or Town (2,501 - 10,000)	4%	4%	3%
Area 2,500 or less	1%	1%	1%
Undecided	13%	13%	16%
Total	100%	100%	100%

**Table 40: Plans to Practice in Underserved/Shortage Area**

	% Students		
	2012-2013	2011-2012	2010-2011
Yes	32%	32%	34%
No	17%	16%	17%
Unsure	50%	52%	49%
Total	100%	100%	100%

**Table 41: Percentage of Students Who Plan to Practice in Underserved/Shortage Areas**

Gender	% Students		
	2012-2013	2011-2012	2010-2011
Male	30% <sup>a</sup>	30%	29%
Female	35% <sup>b</sup>	36%	39%
<b>Race/Ethnicity</b>			
White	32% <sup>a</sup>	32%	32%
Asian	24% <sup>b</sup>	30%	29%
Hispanic	39% <sup>abd</sup>	48%	46%
Black	63% <sup>c</sup>	59%	61%
All Others*	51% <sup>cd</sup>	43%	44%
<b>Marital Status</b>			
Married/Cohabiting	36% <sup>a</sup>	36%	36%
Single	30% <sup>b</sup>	30%	33%
<b>Financial Status</b>			
Independent	35% <sup>a</sup>	36%	36%
Dependent	26% <sup>b</sup>	23%	28%
<b>Parental Income</b>			
\$49,999 and less	41% <sup>a</sup>	38%	42%
\$50,000 - \$99,999	34% <sup>b</sup>	36%	35%
\$100,000 - 199,999	32% <sup>b</sup>	30%	31%
\$200,000 or more	26% <sup>c</sup>	28%	27%
<b>Parental Education</b>			
Graduate/Professional Degree	30% <sup>a</sup>	32%	31%
Bachelor's Degree	33% <sup>a</sup>	31%	33%
No College Degree	38% <sup>b</sup>	35%	39%

a,b,c,d Percentages within subcolumn noted by distinct letters differ significantly ( $p < 0.05$ ) by z-test.

**Table 42: Plans to Practice in Underserved/Shortage Area by Type**

	% Students		
	2012-2013	2011-2012	2010-2011
Inner-city	40%	39%	38%
Rural	51%	52%	52%
Other	8%	9%	10%
Total	100%	100%	100%

**Table 43: Percentage of Students Who Plan to Practice in Inner-city Underserved/Shortage Areas**

	% Students		
	2012-2013	2011-2012	2010-2011
<b>Gender</b>			
Male	35% <sup>a</sup>	35%	33%
Female	45% <sup>b</sup>	42%	42%
<b>Race/Ethnicity</b>			
White	33% <sup>a</sup>	30%	29%
Asian	73% <sup>bc</sup>	54%	67%
Hispanic	53% <sup>ac</sup>	60%	49%
Black	68% <sup>b</sup>	80%	67%
All Others*	20% <sup>ac</sup>	19%	32%
<b>Marital Status</b>			
Married/Cohabiting	32% <sup>a</sup>	30%	28%
Single	48% <sup>b</sup>	46%	47%
<b>Financial Status</b>			
Independent	37% <sup>a</sup>	37%	35%
Dependent	52% <sup>b</sup>	50%	50%
<b>Parental Income</b>			
\$49,999 and less	41% <sup>ab</sup>	46%	37%
\$50,000 - \$99,999	37% <sup>a</sup>	34%	38%
\$100,000 - 199,999	39% <sup>a</sup>	39%	34%
\$200,000 or more	49% <sup>b</sup>	40%	45%
<b>Parental Education</b>			
Graduate/Professional Degree	43%	39%	40%
Bachelor's Degree	39%	39%	35%
No College Degree	37%	38%	37%

a,b,c Percentages within subcolumn noted by distinct letters differ significantly ( $p < 0.05$ ) by z-test.

**Table 44: Percentage of Students Who Plan to Practice in Rural Underserved/Shortage Areas**

Gender	% Students		
	2012-2013	2011-2012	2010-2011
Male	58% <sup>a</sup>	57%	58%
Female	46% <sup>b</sup>	49%	48%
<b>Race/Ethnicity</b>			
White	57% <sup>a</sup>	61%	61%
Asian	24% <sup>bc</sup>	40%	24%
Hispanic	40% <sup>ab</sup>	35%	41%
Black	27% <sup>c</sup>	17%	25%
All Others*	76% <sup>a</sup>	67%	46%
<b>Marital Status</b>			
Married/Cohabiting	60% <sup>a</sup>	63%	61%
Single	44% <sup>b</sup>	44%	43%
<b>Financial Status</b>			
Independent	54% <sup>a</sup>	54%	55%
Dependent	41% <sup>b</sup>	44%	36%
<b>Parental Income</b>			
\$49,999 and less	53% <sup>ab</sup>	45%	57%
\$50,000 - \$99,999	55% <sup>a</sup>	58%	52%
\$100,000 - 199,999	51% <sup>ab</sup>	50%	53%
\$200,000 or more	45% <sup>b</sup>	52%	44%
<b>Parental Education</b>			
Graduate/Professional Degree	49%	52%	50%
Bachelor's Degree	51%	51%	55%
No College Degree	55%	55%	53%

a,b,c Percentages within subcolumn noted by distinct letters differ significantly ( $p < 0.05$ ) by z-test.

**Table 45: Planned Specialization, Graduating Seniors**

	% Students		
	2012-2013	2011-2012	2010-2011
Family Practice	21%	21%	20%
Internal Medicine, General	7%	7%	7%
Pediatrics, General	4%	4%	5%
Emergency Medicine	11%	11%	12%
Internal Medicine, Subspecialty	13%	14%	11%
Orthopedic Surgery	3%	3%	3%
Pediatrics, Subspecialties	4%	5%	5%
Surgery Subspecialties	1%	2%	2%
OB/GYN and Subspecialties	6%	5%	5%
Anesthesiology	5%	5%	5%
Surgery, General	3%	3%	3%
Sports Medicine	1%	1%	1%
Dermatology	2%	1%	1%
Neurology and Subspecialties	2%	1%	2%
Radiology and Subspecialties	3%	2%	2%
Psychiatry and Subspecialties	4%	4%	4%
Physical Medicine & Rehabilitation Med.	3%	3%	3%
Ophthalmology	1%	1%	1%
Pathology and Subspecialties	1%	1%	1%
Geriatrics	0%	0%	0%
Plastic Surgery/Reconstructive Surgery	0%	0%	0%
Preventive Medicine and Subspecialties	0%	0%	0%
Thoracic Surgery	0%	0%	0%
Osteopathic Manipulative Medicine	0%	0%	1%
Otolaryngology	1%	0%	1%
Allergy and Immunology	0%	0%	0%
Urology/Urological Surgery	1%	1%	0%
Critical Care	1%	1%	1%
Medical Genetics	0%	0%	0%
Vascular Surgery	0%	0%	0%
Nuclear Medicine	0%	0%	0%
Proctology	0%	0%	0%
Colon Rectal Surgery	0%	0%	0%
Undecided or Indefinite	1%	1%	2%
Total	100%	100%	100%

Primary Care  
Specialties

**Table 45: Primary Care Plans, Graduating Seniors**

	% Students		
	2012-2013	2011-2012	2010-2011
Primary Care	32%	32%	32%
Non-Primary Care	67%	67%	66%
Undecided	1%	1%	2%
Total	100%	100%	100%

**Table 46: Percentage of Graduating Seniors Who Plan to Practice in Primary Care Specialties**

	% Students		
	2012-2013	2011-2012	2010-2011
<b>Gender</b>			
Male	27% <sup>a</sup>	26%	27%
Female	37% <sup>b</sup>	39%	38%
<b>Ethnicity</b>			
White	31%	32%	32%
Asian	31%	31%	31%
Hispanic	42%	43%	35%
Black	36%	37%	42%
All Others*	24%	24%	36%
<b>Marital Status</b>			
Married/Cohabiting	35% <sup>a</sup>	36%	34%
Single	30% <sup>b</sup>	29%	31%
<b>Financial Status</b>			
Independent	32%	34%	33%
Dependent	30%	28%	28%
<b>Parental Income</b>			
\$49,999 or less	34% <sup>a</sup>	36%	40%
\$50,000 - \$99,999	35% <sup>a</sup>	34%	35%
\$100,000 - 199,999	32% <sup>a</sup>	30%	31%
\$200,000 or more	24% <sup>b</sup>	26%	26%
<b>Parental Education</b>			
Graduate/Professional Degree	30% <sup>a</sup>	30%	31%
Bachelor's Degree	32% <sup>ab</sup>	32%	33%
No College Degree	34% <sup>b</sup>	37%	35%
<b>Parental Profession</b>			
DO/MD†	25%	26%	26%
Non-DO/MD	28%	30%	33%

a,b Percentages within subcolumn noted by distinct letters differ significantly ( $p < 0.05$ ) by z-test.

†Category includes respondents who indicated a DO/MD father and/or mother.



**Table 47: Planned Specialty Choice Decision Factors**

	Mean Influence Rating*		
	2012-2013	2011-2012	2010-2011
Like Dealing with People	3.0	3.0	3.0
Intellectual Content of the Specialty	3.2	3.2	3.2
Skills/Abilities	3.0	2.9	2.9
Lifestyle	2.8	2.7	2.7
Like the Emphasis on Technical Skills	2.5	2.5	2.4
Role Models	2.8	2.8	2.7
Desire for Independence	2.4	2.4	2.4
Previous Experience	2.2	2.2	2.1
Academic Environment	2.4	2.4	2.4
Prestige/Income Potential	1.8	1.8	1.7
Debt Level	1.6	1.6	1.5
Opportunity for Research/Creativity	1.7	1.7	1.6
Peer Influence	1.9	1.9	1.7

\*Scale from 0 to 4; 0 being "No Influence," 4 being "Major Influence."

**Table A1: 2011-2012 Graduating Seniors Response Rate to the AACOM Graduating Seniors Survey**

<b>Response Rate Range</b>	<b>Number of COMs</b>
90% or more	14
75% - 89%	3
50% - 74%	3
25% - 49%	7
Less than 25%	1

Mean response rate for all COMs: 75%

**Table A2: 2011-2012 Response Rate to Debt, Scholarship and Specialty Survey Questions**

	<b>Response Rate</b>
<b>Debt</b>	
Total Osteopathic Medical Education Loans	88%
Unsubsidized Stafford or FFELP	87%
Subsidized Stafford or FFELP	86%
Graduate PLUS	80%
Perkins	65%
Loans for Disadvantaged Students (LDS)	60%
Primary Care Loan (PCL)	60%
Other State-Issued Loans	59%
Osteopathic Association Loans	59%
Alternative Loans	59%
Other	60%
Family Loans to be Repaid by Student	62%
Non-Educational Debt	92%
At Entry, Loans Owing for Undergraduate Education	98%
At Entry, Loans Owing for Post-Bac Education	47%
<b>Scholarships/Grants</b>	
Total Scholarships/Grants	73%
National Health Service Corps Scholarship	62%
Armed Forces Health Professions Scholarship	64%
State Government Scholarship/Grant	63%
Award from Osteopathic Medical School	67%
Tuition Waiver	62%
Osteopathic Association	63%
Other Sources	63%
<b>Specialty</b>	
Specialty Choice	99%