



2020-2021 ACADEMIC YEAR

Graduating Seniors Survey

Summary Report

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

Each year, the American Association of Colleges of Osteopathic Medicine (AACOM) collaborates with the nation's colleges of osteopathic medicine (COMs) to distribute the AACOM Graduating Seniors Survey. The Graduating Seniors Survey queries graduates on a variety of topics and compiles a comprehensive snapshot of students' self-reported debt and financing of medical education, educational experiences, and satisfaction with their medical education. The survey asks students to outline their plans for graduate medical education (GME), specialty selection, and career.

AACOM distributed the 2020-2021 Graduating Seniors Survey via our survey software, Qualtrics, using students' email addresses provided by AACOM's member COMs. Students' email addresses were used to create a distribution list to directly administer the survey to students. Students had the ability to access the survey from any device using their survey link. Students also had the flexibility of saving and completing the survey during a time most convenient for them. Qualtrics sent reminders to students who had not completed their surveys throughout the survey cycle. In addition, coordinators received weekly updates on response rates and could request additional updates during the survey cycle. COMs who opted out of providing their students' email addresses received the survey through an anonymous link. The anonymous survey link does not collect any identifying information (name, email address, etc.) unless the student provides this information when completing the survey. Students completing the survey via this method of distribution still had the flexibility of saving and completing the survey during a time most convenient for them.

A total of 4,673 expected 2021 graduates responded to the survey from 37 COMs and branch campuses. The 2021 "Osteopathic Medical School Graduate Placements in 2021 Match Report" anticipated a graduate count of 7,406. Based on this number, the response rate for the Graduating Seniors Survey is approximately 63 percent. We understand that despite AACOM's best efforts, the response rate this year continues to be lower compared to our previous year survey's average response rates. We acknowledge and appreciate the work of our COMs to help us field this survey as we still experience the effects of the Coronavirus (COVID-19) pandemic, and we are grateful to those graduates who took the time to respond. The "AACOM 2020-2021 Academic Year Graduating Seniors Survey Summary Report" is made available to the public. The COMs are distributed a school report with their students' survey response rate.

Several sets of responses are noted below.

Self-Reported Student Debt and Scholarships

Table 1.1: The overall mean osteopathic medical education debt reported by 2021 graduates is \$257,335—an increase of \$777 or 0.3 percent since 2020. Ninety-one percent of 2021 graduates reported having debt—a decrease from the previous graduating class reporting 92 percent in 2020. The mean debt reported by public COM graduates is \$241,588 compared to private COM graduates at \$259,995—a difference of \$18,407 or 7.3 percent. Public COM graduates' mean debt decreased from 2020 by 1.0 percent and private COM graduates' mean debt decreased from 2020 by 0.5 percent.

Table 1.1—1.1a: Forty-five percent of graduates reported receiving a Subsidized Stafford Loan. From 2020 to 2021, the percentage of students who reported receiving a Subsidized Stafford Loan decreased by 8 percent. The overall median Subsidized Stafford Loan amount reported by 2021 graduates is \$23,179—a decrease by \$6,821 or 22.7 percent from 2020.

Table 1.1: Eight percent of 2021 graduates reported receiving a Perkins Loan—a decrease of 11.1 percent from 2020. The mean Perkins Loan amount reported by the 2021 graduates is \$20,526—a decrease of \$5,287 or 20.5 percent from 2020. The number of 2021 graduates reported receiving a Graduate PLUS loan decreased from 2020 to 2021 by 5.7 percent. The mean Graduate PLUS loan amount reported was \$126,894—an increase from 2020 by 6.7 percent or \$8,067.

Table 1.2: Forty-seven percent of 2021 graduates reported having a mean pre-medical education debt of \$51,116, a decrease of 0.2 percent compared to the mean pre-medical education debt of \$51,230 reported by 2020 graduates.

Table 2.1: In 2021, male graduates reported a mean osteopathic medical education debt of \$257,757, and female graduates reported a mean osteopathic medical education debt of \$257,157. The difference in the mean debt reported by male and female graduates is 0.2 percent or \$600. Ninety-one percent of males and 90 percent of females reported having osteopathic medical education debt—a decrease from 2020 by 1.0 percent and 3.2 percent, respectively.

Table 2.2: A greater percentage of Black/African American and Hispanic/Latino graduates reported graduating with debt—95 percent and 93 percent respectively. Asian students continue to report having lower debt (88 percent) with a mean graduate debt of \$234,048. Additional data displaying debt by demographic factors are in Tables 2.3 – 3.1a.

Table 8.1: The mean scholarship/grant award amount reported by 2021 graduates is \$63,221. Fifty-eight percent of graduates reported receiving scholarship/grant awards. Private COM graduates reported receiving higher scholarships and grants totals compared to public COM graduates. Scholarships and grants reported by private COM graduates total \$68,959, with public COM graduates reporting \$36,544. Seventy-one percent of public COM 2021 graduates reported receiving scholarships and grants, compared to 56 percent of private COM graduates—a difference of 23.6 percent. Data showing scholarships and grants by demographic factors are in Tables 8.1 – 9.6.

Satisfaction with Osteopathic Medical Education

Table 11: Seventy-three percent of the 2021 graduates reported being “very satisfied” or “satisfied” with their osteopathic medical training. The mean satisfaction rating is 3.8 on a scale from 1 to 5; 1 being “very dissatisfied” and 5 being “very satisfied.”

Table 12: Seventy-two percent of the 2021 graduates reported being “very satisfied” or “satisfied” with their career selection in osteopathic medicine. The mean satisfaction rating is 4.0 on a scale from 1 to 5; 1 being “very dissatisfied” and 5 being “very satisfied.”

Table 13: Forty-two percent of the 2021 graduates reported that if starting medical education again, they would prefer to enroll in the same COM, a decrease over the past two years—46 percent in 2020 and 2019. Forty-three percent of graduates reported that they would prefer to enroll in an allopathic medical school. Tables 14 – 23 and 26 – 40 include more detailed information on student satisfaction with various elements of osteopathic medical education.

Graduate Osteopathic Medical Education and Primary Care Specialty Plans

***Table 41:** Fifty-nine percent of the 2021 graduates reported entering an ACGME residency without osteopathic recognition immediately after graduation—a decrease of 1.6 percent from 2020. Graduates entering an ACGME residency with osteopathic recognition remain consistent at 27 percent from 2020 to 2021.

Tables 55 & 58: Thirty-four percent of graduates reported plans to specialize in the primary care disciplines of general internal medicine, general pediatrics, and family medicine. The highest rated influence on specialty choice is “Intellectual Content of the Specialty” with a rating of 3.2 on a scale of 0 to 4; 0 being “no influence” and 4 being “major influence.” The least three factors that influence specialty choices are “Debt Level,” “Opportunity for Research/Creativity,” and “Program has Osteopathic Recognition.” Tables 41 – 59 display more complete information on specialty and practice plans.

*Notes:

In 2020, the Immediate Post-Graduate Plans options were updated to coincide with the Single Graduate Medical Education Accreditation System. Please see Table 40.

In 2021, AACOM updated the student survey to include campus climate/environment questions to measure how students felt valued, welcomed, and supported during their medical education years. Please see Table 15.

If you have any questions, please contact AACOM Research Department at research@aacom.org.

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

Source of Debt	Debt [‡]			% in Debt		
	All Schools	Public	Private	All Schools	Public	Private
Total Osteopathic Medical Education Loans						
2020-2021	\$257,335	\$241,588	\$259,995	91%	92%	90%
2019-2020	\$258,112	\$243,987	\$261,174	92%	95%	92%
2018-2019	\$256,562	\$236,333	\$260,854	83%	84%	82%
Unsubsidized Stafford or FFELP						
2020-2021	\$162,539	\$163,788	\$162,317	88%	90%	88%
2019-2020	\$166,281	\$166,159	\$166,308	91%	94%	90%
2018-2019	\$166,138	\$164,469	\$166,497	79%	80%	78%
Subsidized Stafford or FFELP						
2020-2021	\$33,306	\$37,415	\$32,615	45%	48%	45%
2019-2020	\$35,475	\$33,103	\$36,056	49%	61%	46%
2018-2019	\$38,240	\$34,307	\$39,169	30%	31%	30%
Graduate PLUS						
2020-2021	\$126,894	\$110,244	\$129,400	82%	80%	82%
2019-2020	\$118,827	\$103,603	\$121,905	87%	89%	87%
2018-2019	\$120,758	\$102,287	\$124,231	67%	62%	68%
Perkins						
2020-2021	\$20,526	\$20,964	\$20,426	8%	10%	8%
2019-2020	\$25,813	\$17,663	\$28,294	9%	15%	8%
2018-2019	\$17,058	\$17,668	\$16,854	5%	7%	5%
Loans for Disadvantaged Students (LDS)						
2020-2021	\$50,994	\$67,000	\$42,991	1%	2%	1%
2019-2020	\$44,352	\$31,042	\$57,663	2%	9%	1%
2018-2019	\$47,650	\$37,769	\$56,212	1%	3%	1%
Primary Care Loan (PCL)						
2020-2021	\$166,261	\$139,140	\$170,002	3%	3%	3%
2019-2020	\$137,311	\$45,834	\$151,384	4%	5%	4%
2018-2019	\$108,612	\$64,533	\$121,836	1%	1%	1%
Other State-Issued Loans						
2020-2021	\$87,696	\$39,267	\$103,839	3%	6%	3%
2019-2020	\$63,793	\$46,289	\$72,544	3%	8%	3%
2018-2019	\$51,812	\$19,506	\$64,066	2%	3%	2%
Osteopathic Association Loans						
2020-2021	\$21,358	\$0	\$21,358	0%	0%	0%
2019-2020	\$27,737	\$8,000	\$31,027	1%	1%	1%
2018-2019	\$74,118	\$2,000	\$82,131	0.4%	0.2%	0.5%
Alternative Loans						
2020-2021	\$105,778	\$15,000	\$116,253	3%	2%	3%
2019-2020	\$114,296	\$40,475	\$130,701	5%	7%	5%
2018-2019	\$45,418	\$25,802	\$52,919	2%	3%	2%
Other						
2020-2021	\$139,013	\$143,250	\$138,653	15%	8%	16%
2019-2020	\$115,405	\$113,017	\$115,867	19%	23%	19%
2018-2019	\$92,479	\$101,072	\$90,734	7%	6%	7%

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

‡Mean taken from responses greater than zero.

Table I.1a: Median Osteopathic Medical Education Debt - Graduating Seniors*

Source of Debt	Debt			# of Students	
	All Schools	Public	Private	Public	Private
Total Osteopathic Medical Education Loans					
2020-2021	\$274,000	\$248,762	\$278,110	379	2,244
2019-2020	\$275,000	\$253,094	\$280,000	421	1,942
2018-2019	\$265,297	\$235,000	\$273,183	542	2,554
Unsubsidized Stafford or FFELP					
2020-2021	\$181,999	\$178,912	\$182,118	355	2,002
2019-2020	\$181,030	\$179,944	\$181,999	394	1,765
2018-2019	\$179,778	\$177,556	\$180,000	500	2,330
Subsidized Stafford or FFELP					
2020-2021	\$23,179	\$42,842	\$22,972	90	535
2019-2020	\$30,000	\$23,902	\$31,431	102	416
2018-2019	\$40,000	\$25,000	\$40,000	154	652
Graduate PLUS					
2020-2021	\$115,373	\$100,000	\$120,000	244	1,621
2019-2020	\$106,121	\$98,631	\$109,393	292	1,444
2018-2019	\$104,904	\$87,052	\$114,600	351	1,867
Perkins					
2020-2021	\$5,000	\$5,500	\$5,000	15	66
2019-2020	\$14,125	\$6,127	\$18,500	14	46
2018-2019	\$7,900	\$10,000	\$7,530	29	87
Loans for Disadvantaged Students (LDS)					
2020-2021	\$40,000	\$60,000	\$27,500	3	6
2019-2020	\$43,584	\$27,500	\$50,500	8	8
2018-2019	\$40,000	\$30,000	\$60,000	13	15
Primary Care Loan (PCL)					
2020-2021	\$150,000	\$142,740	\$150,000	4	29
2019-2020	\$100,000	\$35,500	\$100,000	4	26
2018-2019	\$100,000	\$43,750	\$100,000	6	20
Other State-Issued Loans					
2020-2021	\$27,567	\$22,000	\$38,579	8	24
2019-2020	\$40,000	\$35,000	\$53,000	7	14
2018-2019	\$22,500	\$20,000	\$40,000	11	29
Osteopathic Association Loans					
2020-2021	\$10,000	\$0	\$10,000	0	4
2019-2020	\$25,000	\$8,000	\$26,500	1	6
2018-2019	\$29,000	\$2,000	\$40,000	1	9
Alternative Loans					
2020-2021	\$80,000	\$15,000	\$99,324	3	26
2019-2020	\$50,000	\$26,426	\$75,000	6	27
2018-2019	\$20,000	\$20,000	\$22,500	13	34
Other					
2020-2021	\$120,000	\$110,000	\$120,000	12	141
2019-2020	\$60,000	\$48,000	\$60,388	23	119
2018-2019	\$40,000	\$40,000	\$40,000	27	133

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

Table I.2: Mean Non-Osteopathic Medical Education Debt - Graduating Seniors*

Source of Debt	Debt [‡]			% in Debt		
	All Schools	Public	Private	All Schools	Public	Private
At Entry, Loans Owing for Undergraduate Education						
2020-2021	\$51,116	\$46,383	\$51,898	47%	50%	47%
2019-2020	\$51,230	\$50,282	\$51,443	47%	52%	47%
2018-2019	\$52,348	\$48,495	\$53,137	47%	50%	47%
At Entry, Loans Owing for Post-Bac Education[†]						
2020-2021	\$51,529	\$53,736	\$51,320	15%	10%	16%
2019-2020	\$47,340	\$42,708	\$48,168	17%	15%	18%
2018-2019	\$52,607	\$47,957	\$53,349	34%	28%	36%
Reported Family Loans to be Repaid by Student						
2020-2021	\$113,542	\$125,467	\$111,698	4%	4%	4%
2019-2020	\$107,192	\$87,868	\$111,928	5%	6%	5%
2018-2019	\$109,168	\$100,861	\$110,959	6%	6%	6%
Reported Non-Educational Debt						
2020-2021	\$30,486	\$28,011	\$30,881	33%	33%	33%
2019-2020	\$25,205	\$23,518	\$25,537	37%	36%	37%
2018-2019	\$24,731	\$24,834	\$24,712	38%	36%	38%

*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.

Table I.2a: Median Non-Osteopathic Medical Education Debt - Graduating Seniors*

Source of Debt	Debt			# of Students	
	All Schools	Public	Private	Public	Private
At Entry, Loans Owing for Undergraduate Education					
2020-2021	\$30,000	\$30,000	\$30,000	257	1,555
2019-2020	\$31,355	\$30,000	\$32,000	296	1,317
2018-2019	\$30,000	\$30,000	\$30,000	380	1,856
At Entry, Loans Owing for Post-Bac Education[†]					
2020-2021	\$40,000	\$36,915	\$40,000	46	486
2019-2020	\$40,000	\$40,000	\$40,000	85	475
2018-2019	\$40,000	\$40,000	\$40,000	105	658
Reported Family Loans to be Repaid by Student					
2020-2021	\$82,500	\$100,000	\$80,000	15	97
2019-2020	\$50,000	\$40,000	\$50,000	25	102
2018-2019	\$75,000	\$57,500	\$80,000	36	167
Reported Non-Educational Debt					
2020-2021	\$15,000	\$15,000	\$15,000	161	1,010
2019-2020	\$15,000	\$13,512	\$15,000	192	973
2018-2019	\$15,000	\$13,000	\$15,000	250	1,306

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

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

Table 2.1: Reported Debt and Gender

Gender	Debt[‡] Mean	Debt Median	% in Debt	# of Students
Male				
2020-2021	\$257,757	\$279,006	91%	1,369
2019-2020	\$258,829	\$278,000	92%	1,203
2018-2019	\$260,673	\$270,466	82%	1,633
Female				
2020-2021	\$257,157	\$270,000	90%	1,216
2019-2020	\$257,337	\$272,527	93%	1,105
2018-2019	\$251,877	\$258,715	84%	1,393

[‡]Mean taken from responses greater than zero.

Table 2.2: Reported Debt and Race/Ethnicity

Race/Ethnicity	Debt[‡] Mean	Debt Median	% in Debt	# of Students
White				
2020-2021	\$263,192	\$279,000	91%	1,646
2019-2020	\$257,885	\$275,000	92%	1,569
2018-2019	\$258,364	\$270,000	85%	2,166
Asian				
2020-2021	\$234,048	\$250,000	88%	531
2019-2020	\$246,574	\$250,000	91%	438
2018-2019	\$227,654	\$229,921	74%	227
Hispanic/Latino				
2020-2021	\$254,239	\$280,000	93%	217
2019-2020	\$278,653	\$299,940	95%	149
2018-2019	\$283,431	\$299,946	84%	47
Black or African American				
2020-2021	\$295,353	\$314,824	95%	62
2019-2020	\$271,715	\$294,597	99%	70
2018-2019	\$293,894	\$304,908	92%	97
All Others*				
2020-2021	\$265,964	\$281,196	87%	72
2019-2020	\$283,660	\$300,000	95%	69
2018-2019	\$274,218	\$277,886	74%	23

[‡]Mean taken from responses greater than zero.

*All Others include respondents indicating American Indian and Alaskan Native, Native Hawaiian and Pacific Islander or multiple races.

Table 2.3: Reported Debt and Marital Status

Marital Status	Debt[‡] Mean	Debt Median	% in Debt	# of Students
Married/Cohabiting				
2020-2021	\$258,010	\$276,182	92%	974
2019-2020	\$262,627	\$284,318	91%	878
2018-2019	\$266,389	\$280,000	84%	1,102
Single				
2020-2021	\$256,445	\$271,958	90%	1,614
2019-2020	\$255,375	\$270,000	93%	1,459
2018-2019	\$251,307	\$259,451	82%	1,913

‡Mean taken from responses greater than zero.

Table 2.4: Reported Debt and Financial Status

Financial Status	Debt[‡] Mean	Debt Median	% in Debt	# of Students
Independent				
2020-2021	\$270,399	\$289,000	95%	1,842
2019-2020	\$272,347	\$289,236	95%	1,661
2018-2019	\$273,955	\$289,000	90%	2,080
Dependent				
2020-2021	\$224,910	\$225,000	82%	736
2019-2020	\$221,883	\$224,000	86%	650
2018-2019	\$217,539	\$215,500	69%	877

‡Mean taken from responses greater than zero.

Table 2.5: Reported Debt and Parental Income

Parental Income	Debt[‡] Mean	Debt Median	% in Debt	# of Students
\$49,999 or less				
2020-2021	\$271,091	\$289,247	95%	349
2019-2020	\$278,823	\$300,000	95%	313
2018-2019	\$280,912	\$289,500	93%	438
\$50,000 - \$99,999				
2020-2021	\$266,273	\$280,000	94%	704
2019-2020	\$271,530	\$285,445	97%	690
2018-2019	\$268,691	\$284,748	91%	827
\$100,000 - \$199,999				
2020-2021	\$259,011	\$277,642	92%	767
2019-2020	\$251,391	\$271,088	94%	738
2018-2019	\$253,984	\$262,797	84%	895
\$200,000 or more				
2020-2021	\$235,855	\$249,000	83%	590
2019-2020	\$234,251	\$240,416	84%	480
2018-2019	\$230,612	\$234,164	71%	663

‡Mean taken from responses greater than zero.

Table 2.6: Reported Debt and Parental Education

Parental Education [†]	Debt [‡] Mean	Debt Median	% in Debt	# of Students
Graduate/Professional Degree				
2020-2021	\$248,544	\$260,267	88%	1,202
2019-2020	\$249,705	\$265,000	89%	1,104
2018-2019	\$248,059	\$254,000	78%	1,481
Bachelor's Degree				
2020-2021	\$261,590	\$278,674	93%	776
2019-2020	\$262,594	\$280,454	95%	677
2018-2019	\$257,919	\$267,322	87%	885
No College Degree				
2020-2021	\$267,941	\$284,097	94%	605
2019-2020	\$269,327	\$283,966	96%	553
2018-2019	\$273,956	\$288,826	89%	694

[†]Highest education level indicated between mother and father considered.

[‡]Mean taken from responses greater than zero.

Table 3.1: Mean Reported Debt, Parental Income, and Financial Independence/Dependence

Parental Income	Debt [‡]		Debt % Difference	% in Debt	
	Dependent	Independent		Dependent	Independent
\$49,999 or less					
2020-2021	\$249,249	\$276,738	10%	90%	97%
2019-2020	\$222,932	\$290,493	26%	95%	95%
2018-2019	\$226,087	\$292,973	26%	83%	95%
\$50,000 - \$99,999					
2020-2021	\$240,736	\$273,752	13%	90%	95%
2019-2020	\$255,471	\$277,016	8%	96%	97%
2018-2019	\$242,567	\$276,140	13%	84%	93%
\$100,000 - \$199,999					
2020-2021	\$228,945	\$271,819	17%	85%	95%
2019-2020	\$227,878	\$261,648	14%	91%	95%
2018-2019	\$220,987	\$273,489	21%	76%	89%
\$200,000 or more					
2020-2021	\$206,102	\$255,259	21%	73%	92%
2019-2020	\$193,844	\$264,524	31%	76%	92%
2018-2019	\$202,130	\$254,078	23%	57%	87%

[‡]Mean taken from responses greater than zero.

Table 3.1a: Median Reported Debt, Parental Income, and Financial Independence/Dependence

Parental Income	Debt‡		# of Students	
	Dependent	Independent	Dependent	Independent
\$49,999 or less				
2020-2021	\$250,232	\$299,000	76	271
2019-2020	\$224,000	\$305,000	55	253
2018-2019	\$235,000	\$300,000	71	346
\$50,000 - \$99,999				
2020-2021	\$245,384	\$286,298	161	542
2019-2020	\$264,396	\$289,500	135	545
2018-2019	\$246,250	\$291,516	162	636
\$100,000 - \$199,999				
2020-2021	\$237,799	\$289,500	227	536
2019-2020	\$234,147	\$284,493	223	509
2018-2019	\$220,000	\$285,600	309	552
\$200,000 or more				
2020-2021	\$200,000	\$281,166	236	353
2019-2020	\$200,000	\$280,000	208	270
2018-2019	\$200,000	\$259,758	291	366

‡Mean taken from responses greater than zero.

Table 4: Osteopathic Education Debt, Consolidation & Repayment Plans

	% Students	# of Students
Will Consolidate Debt		
2020-2021	39%	1,515
2019-2020	40%	1,327
2018-2019	39%	1,737
Will Not Consolidate Debt		
2020-2021	27%	1,063
2019-2020	28%	955
2018-2019	27%	1,231
Undecided		
2020-2021	34%	1,348
2019-2020	32%	1,079
2018-2019	34%	1,526
Mean Years to Repay Debt		
2020-2021	12	3,601
2019-2020	13	3,124
2018-2019	12	4,104

Table 5: Osteopathic Education Debt & Loan Forgiveness Participation Plans

	% Students	# of Students
Will Participate		
2020-2021	51%	1,995
2019-2020	52%	1,724
2018-2019	50%	2,210
Will Not Participate		
2020-2021	49%	1,903
2019-2020	48%	1,617
2018-2019	51%	2,256

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

	% Students	# of Students
Hospital Program		
2020-2021	23%	732
2019-2020	35%	597
2018-2019	45%	962
Department of Education's Public Service Loan Forgiveness		
2020-2021	60%	1,497
2019-2020	80%	1,380
2018-2019	70%	1,498
State Loan Forgiveness Program		
2020-2021	15%	516
2019-2020	24%	407
2018-2019	31%	660
National Health Service Corps		
2020-2021	4%	153
2019-2020	8%	130
2018-2019	8%	181
Armed Services (Navy, Army, Air Force)		
2020-2021	1%	50
2019-2020	3%	48
2018-2019	3%	74
Indian Health Service Loan Repayment Program		
2020-2021	1%	40
2019-2020	2%	36
2018-2019	3%	53
National Institutes of Health Loan Repayment Program		
2020-2021	3%	107
2019-2020	6%	95
2018-2019	10%	216
Other Loan Forgiveness Programs		
2020-2021	3%	101
2019-2020	4%	61
2018-2019	4%	88

Table 7: Expected Net Income

	Mean	Median	Mode
One Year After Residency			
2020-2021	\$219,914	\$200,000	\$200,000
2019-2020	\$215,404	\$200,000	\$200,000
2018-2019	\$219,620	\$200,000	\$200,000
Five Years After Residency			
2020-2021	\$297,489	\$275,000	\$300,000
2019-2020	\$283,775	\$250,000	\$300,000
2018-2019	\$289,810	\$250,000	\$300,000
Ten Years After Residency			
2020-2021	\$361,174	\$300,000	\$300,000
2019-2020	\$344,682	\$300,000	\$300,000
2018-2019	\$372,554	\$300,000	\$300,000

Table 8.1: Mean Osteopathic Medical Education Scholarship/Grants - Graduating Seniors*

Source of Scholarship	Award [‡]			% Awarded		
	All Schools	Public	Private	All Schools	Public	Private
Total Scholarships/Grants						
2020-2021	\$63,221	\$36,544	\$68,959	58%	71%	56%
2019-2020	\$63,532	\$48,583	\$67,815	61%	68%	59%
2018-2019	\$64,416	\$43,767	\$69,695	43%	49%	42%
National Health Service Corps (NHSC) Scholarship						
2020-2021	\$169,771	\$101,500	\$181,150	1%	2%	1%
2019-2020	\$156,244	\$132,750	\$160,942	3%	3%	3%
2018-2019	\$194,600	\$185,378	\$196,374	1%	1%	1%
Armed Forces Health Professions (AFHP) Scholarship						
2020-2021	\$259,437	\$235,400	\$261,840	13%	9%	14%
2019-2020	\$237,513	\$235,713	\$237,794	15%	12%	16%
2018-2019	\$250,336	\$229,503	\$252,678	8%	5%	9%
Post-9/11 GI Bill						
2020-2021	\$83,450	\$25,000	\$86,526	2%	1%	2%
2019-2020	\$55,402	\$43,009	\$59,316	3%	4%	3%
2018-2019	\$65,959	\$64,333	\$66,402	2%	2%	2%
Indian Health Service Scholarship						
2020-2021	\$0	\$0	\$0	0%	0%	0%
2019-2020	\$272,000	\$0	\$272,000	0%	0%	0.1%
2018-2019	\$264,000	\$264,000	\$0	0%	0.2%	0%
Department of Defense Tuition Assistance						
2020-2021	\$40,100	\$0	\$40,100	0%	0%	0.2%
2019-2020	\$25,000	\$0	\$25,000	0%	0%	0.1%
2018-2019	\$9,000	\$0	\$9,000	0%	0%	0.1%
Scholarships for Disadvantaged Students						
2020-2021	\$11,490	\$16,463	\$9,577	4%	8%	3%
2019-2020	\$25,120	\$24,032	\$26,140	4%	9%	2%
2018-2019	\$22,627	\$26,428	\$20,600	2%	4%	2%
State Government Scholarship/Grant						
2020-2021	\$23,527	\$12,021	\$26,310	8%	11%	7%
2019-2020	\$20,044	\$17,081	\$20,794	11%	12%	10%
2018-2019	\$28,392	\$17,354	\$32,684	4%	7%	4%
Award from Osteopathic Medical School						
2020-2021	\$17,478	\$13,419	\$18,478	40%	54%	37%
2019-2020	\$15,230	\$15,381	\$15,188	39%	44%	38%
2018-2019	\$18,013	\$15,636	\$18,663	24%	28%	23%
Tuition Waiver						
2020-2021	\$61,314	\$63,270	\$60,581	4%	9%	4%
2019-2020	\$62,354	\$74,665	\$52,975	4%	10%	3%
2018-2019	\$54,885	\$48,583	\$56,919	2%	2%	2%
Osteopathic Association						
2020-2021	\$9,888	\$13,967	\$8,795	7%	11%	6%
2019-2020	\$6,679	\$10,100	\$4,968	10%	17%	8%
2018-2019	\$13,296	\$9,563	\$14,622	4%	7%	4%
Other Sources						
2020-2021	\$26,447	\$8,107	\$30,473	18%	25%	17%
2019-2020	\$35,061	\$26,226	\$37,120	18%	19%	17%
2018-2019	\$16,782	\$16,730	\$16,800	10%	15%	9%

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

‡Mean taken from responses greater than zero.

Table 8.1a: Median Osteopathic Medical Education Scholarship/Grants - Graduating Seniors*

Source of Scholarship	Award			# of Students	
	All Schools	Public	Private	Public	Private
Total Scholarships/Grants					
2020-2021	\$10,000	\$8,000	\$10,000	171	795
2019-2020	\$10,000	\$10,000	\$10,000	206	719
2018-2019	\$10,000	\$10,000	\$10,000	248	970
National Health Service Corps (NHSC) Scholarship					
2020-2021	\$200,000	\$101,500	\$200,000	2	12
2019-2020	\$147,874	\$113,000	\$147,874	4	20
2018-2019	\$196,011	\$180,000	\$198,006	5	26
Armed Forces Health Professions (AFHP) Scholarship					
2020-2021	\$250,000	\$260,000	\$250,000	13	130
2019-2020	\$240,000	\$225,000	\$240,000	20	128
2018-2019	\$250,000	\$250,000	\$250,000	19	169
Post-9/11 GI Bill					
2020-2021	\$37,500	\$25,000	\$40,000	1	19
2019-2020	\$40,000	\$37,500	\$50,000	6	19
2018-2019	\$60,000	\$35,000	\$64,000	9	33
Indian Health Service Scholarship					
2020-2021	\$0	\$0	\$0	0	0
2019-2020	\$272,000	\$0	\$272,000	0	1
2018-2019	\$264,000	\$264,000	\$0	1	0
Department of Defense Tuition Assistance					
2020-2021	\$40,100	\$0	\$40,100	0	2
2019-2020	\$25,000	\$0	\$25,000	0	1
2018-2019	\$9,000	\$0	\$9,000	0	1
Scholarships for Disadvantaged Students					
2020-2021	\$8,500	\$16,963	\$5,000	10	26
2019-2020	\$9,000	\$10,000	\$6,000	15	16
2018-2019	\$8,000	\$6,000	\$10,000	16	30
State Government Scholarship/Grant					
2020-2021	\$6,000	\$7,500	\$5,633	15	62
2019-2020	\$6,400	\$8,000	\$6,400	20	79
2018-2019	\$7,000	\$8,000	\$6,420	28	72
Award from Osteopathic Medical School					
2020-2021	\$6,000	\$5,000	\$6,000	101	410
2019-2020	\$6,000	\$5,000	\$6,000	97	347
2018-2019	\$5,200	\$6,000	\$5,000	129	472
Tuition Waiver					
2020-2021	\$52,900	\$48,000	\$54,000	12	32
2019-2020	\$50,000	\$64,000	\$50,000	16	21
2018-2019	\$49,000	\$47,532	\$50,000	10	31
Osteopathic Association					
2020-2021	\$3,000	\$5,000	\$2,763	15	56
2019-2020	\$2,500	\$2,750	\$2,000	30	60
2018-2019	\$3,000	\$2,500	\$3,250	27	76
Other Sources					
2020-2021	\$5,000	\$3,000	\$5,000	36	164
2019-2020	\$7,000	\$10,000	\$6,400	31	133
2018-2019	\$5,000	\$5,000	\$5,000	63	175

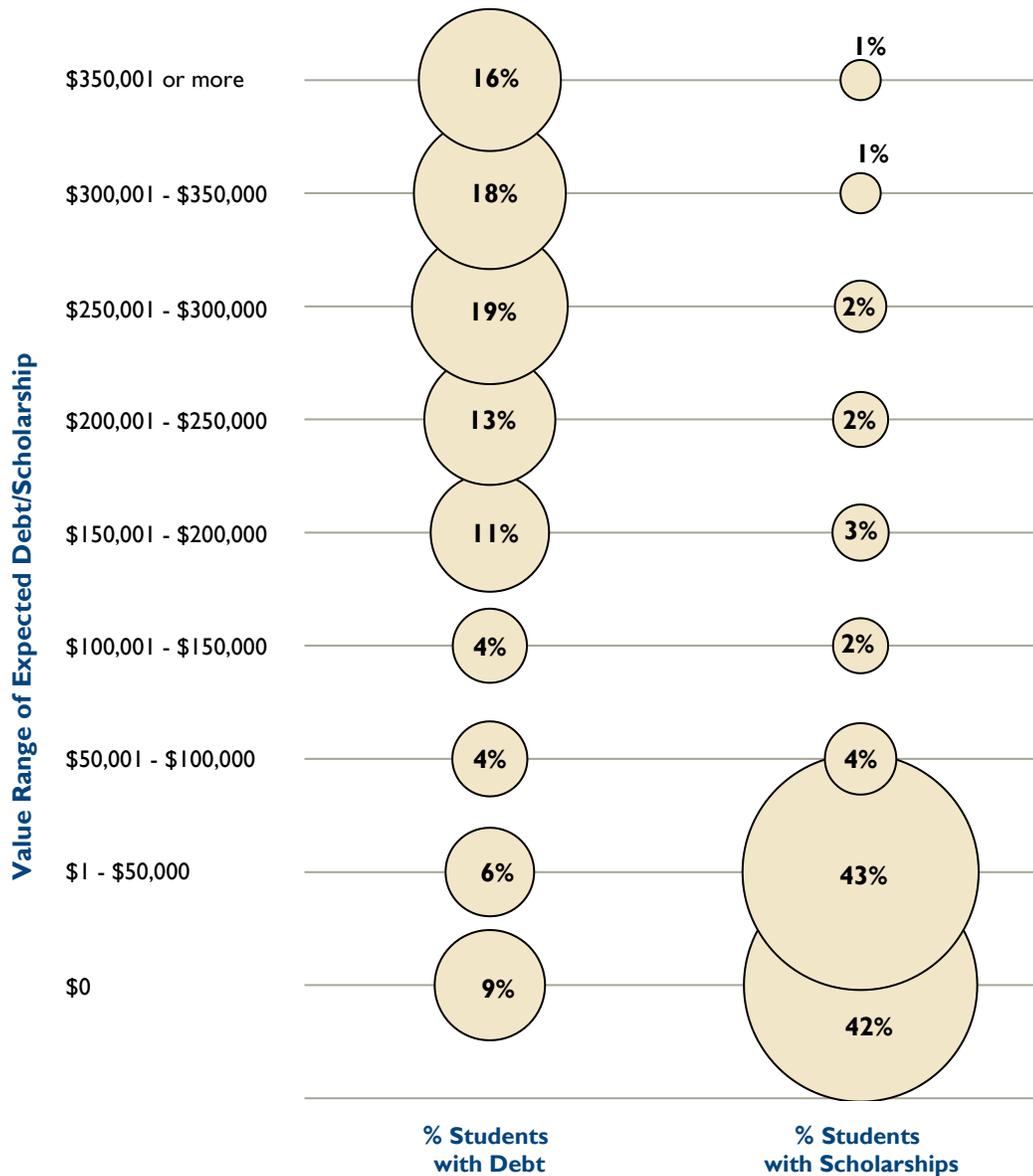
*All award data are self-reported by survey respondents.

Table 8.2: Award and AFHP and NHSC Scholarships - Graduating Seniors

Source of Scholarship	Mean Award [‡]		Median Award		% Awarded	
	Public	Private	Public	Private	Public	Private
Total Scholarships/Grants						
2020-2021	\$36,544	\$68,959	\$8,000	\$10,000	71%	56%
2019-2020	\$48,583	\$67,815	\$10,000	\$10,000	68%	59%
2018-2019	\$43,767	\$69,695	\$10,000	\$10,000	49%	42%
Non-AFHP/NHSC Scholarships						
2020-2021	\$18,980	\$28,024	\$7,000	\$8,000	69%	51%
2019-2020	\$25,927	\$25,982	\$9,000	\$6,800	65%	54%
2018-2019	\$24,133	\$25,162	\$8,000	\$7,000	47%	36%

[‡]Mean taken from responses greater than zero.

Chart I: 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.I: Scholarship Award and Gender

Gender	Mean Award[‡]	Median Award	% Awarded	# of Students
Male				
2020-2021	\$76,075	\$10,000	57%	459
2019-2020	\$82,944	\$15,000	61%	467
2018-2019	\$70,365	\$10,000	42%	623
Female				
2020-2021	\$51,550	\$10,000	60%	491
2019-2020	\$42,941	\$8,000	61%	443
2018-2019	\$58,840	\$10,000	44%	574

[‡]Mean taken from responses greater than zero.

Table 9.Ia: Award and Gender

Source of Scholarship/Grant	Mean Award[‡]		Median Award		% Awarded	
	Male	Female	Male	Female	Male	Female
Total Scholarships/Grants						
2020-2021	\$76,075	\$51,550	\$10,000	\$10,000	57%	60%
2019-2020	\$82,944	\$42,941	\$15,000	\$8,000	61%	61%
2018-2019	\$70,365	\$58,840	\$10,000	\$10,000	42%	44%
AFHP Scholarships						
2020-2021	\$267,060	\$243,467	\$275,500	\$240,000	17%	9%
2019-2020	\$238,464	\$228,629	\$250,000	\$200,000	22%	8%
2018-2019	\$252,597	\$247,168	\$250,000	\$247,000	9%	6%
Non-AFHP Scholarships						
2020-2021	\$27,721	\$30,149	\$8,000	\$8,000	52%	57%
2019-2020	\$35,453	\$25,895	\$10,000	\$6,545	55%	59%
2018-2019	\$27,101	\$34,276	\$6,900	\$8,000	37%	41%

[‡]Mean taken from responses greater than zero.

Table 9.2: Scholarship Award and Race/Ethnicity

Race/Ethnicity	Mean Award‡	Median Award	% Awarded	# of Students
White				
2020-2021	\$70,028	\$12,000	60%	635
2019-2020	\$67,168	\$10,500	63%	673
2018-2019	\$67,207	\$10,000	46%	923
Asian				
2020-2021	\$37,178	\$6,000	49%	148
2019-2020	\$54,354	\$6,590	47%	113
2018-2019	\$16,762	\$4,750	29%	66
Hispanic/Latino				
2020-2021	\$68,706	\$10,000	61%	78
2019-2020	\$70,579	\$9,000	61%	59
2018-2019	\$98,717	\$50,400	40%	17
Black or African American				
2020-2021	\$35,763	\$10,244	71%	34
2019-2020	\$30,738	\$7,900	71%	34
2018-2019	\$62,051	\$20,000	49%	41
All Others*				
2020-2021	\$76,722	\$9,500	62%	34
2019-2020	\$40,648	\$6,600	64%	28
2018-2019	\$110,888	\$45,000	35%	8

‡Mean taken from responses greater than zero.

*All Others include respondents indicating American Indian and Alaskan Native, Native Hawaiian and Pacific Islander or multiple races.

Table 9.3: Scholarship Award and Marital Status

Marital Status	Mean Award‡	Median Award	% Awarded	# of Students
Married/Cohabiting				
2020-2021	\$75,836	\$12,500	63%	385
2019-2020	\$78,328	\$20,000	64%	378
2018-2019	\$83,325	\$19,610	49%	487
Single				
2020-2021	\$54,654	\$8,900	56%	572
2019-2020	\$53,346	\$8,000	59%	538
2018-2019	\$51,827	\$8,000	39%	705

‡Mean taken from responses greater than zero.

Table 9.4: Scholarship Award and Financial Status

Financial Status	Mean Award‡	Median Award	% Awarded	# of Students
Independent				
2020-2021	\$71,256	\$11,000	62%	693
2019-2020	\$74,044	\$12,000	66%	691
2018-2019	\$79,016	\$15,000	49%	857
Dependent				
2020-2021	\$41,703	\$8,000	50%	253
2019-2020	\$31,499	\$7,000	48%	216
2018-2019	\$26,706	\$6,000	33%	325

‡Mean taken from responses greater than zero.

Table 9.5: Scholarship Award and Parental Income

Parental Income	Mean Award [‡]	Median Award	% Awarded	# of Students
\$49,999 or less				
2020-2021	\$57,167	\$10,000	58%	117
2019-2020	\$58,798	\$12,000	66%	129
2018-2019	\$54,698	\$12,000	44%	144
\$50,000 - \$99,999				
2020-2021	\$55,798	\$10,000	62%	275
2019-2020	\$61,241	\$10,000	64%	272
2018-2019	\$59,966	\$10,000	50%	352
\$100,000 - \$199,999				
2020-2021	\$64,477	\$10,000	63%	294
2019-2020	\$67,134	\$10,000	61%	277
2018-2019	\$71,288	\$9,000	43%	353
\$200,000 or more				
2020-2021	\$71,742	\$10,000	52%	211
2019-2020	\$65,156	\$10,000	58%	205
2018-2019	\$63,778	\$9,750	38%	278

‡Mean taken from responses greater than zero.

Table 9.6: Scholarship Award and Parental Education

Parental Education [†]	Mean Award [‡]	Median Award	% Awarded	# of Students
Graduate/Professional Degree				
2020-2021	\$65,902	\$10,000	57%	453
2019-2020	\$64,847	\$10,000	59%	434
2018-2019	\$63,151	\$10,000	41%	604
Bachelor's Degree				
2020-2021	\$61,249	\$10,000	58%	274
2019-2020	\$61,058	\$10,000	62%	255
2018-2019	\$66,002	\$10,000	44%	337
No College Degree				
2020-2021	\$60,581	\$10,000	63%	225
2019-2020	\$64,758	\$11,250	65%	232
2018-2019	\$66,301	\$10,000	45%	267

†Highest education level indicated between mother and father considered.

‡Mean taken from responses greater than zero.

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

	All Schools	Public	Private
Loans			
2020-2021	77%	79%	77%
2019-2020	74%	76%	74%
2018-2019	75%	75%	75%
Scholarships/Grants			
2020-2021	7%	6%	7%
2019-2020	7%	7%	7%
2018-2019	7%	6%	7%
Savings			
2020-2021	2%	2%	2%
2019-2020	2%	1%	2%
2018-2019	2%	2%	2%
Earnings			
2020-2021	1%	1%	1%
2019-2020	1%	1%	1%
2018-2019	1%	1%	1%
Parents			
2020-2021	11%	9%	11%
2019-2020	13%	12%	13%
2018-2019	13%	14%	13%
Relatives			
2020-2021	1%	1%	1%
2019-2020	1%	1%	1%
2018-2019	1%	1%	1%
Other			
2020-2021	1%	2%	1%
2019-2020	2%	2%	2%
2018-2019	1%	0%	1%

Table 11: Evaluation of Quality of Osteopathic Medical Training 2020-2021

	Students					
	2020-2021		2019-2020		2018-2019	
	%	#	%	#	%	#
Very Satisfied	17%	786	19%	775	19%	936
Satisfied	56%	2,585	57%	2,279	56%	2,789
Neither Satisfied nor Dissatisfied	16%	741	14%	553	15%	716
Dissatisfied	10%	440	8%	334	8%	407
Very Dissatisfied	2%	98	2%	95	2%	104
Mean Satisfaction Rating*	3.8	4,650	3.8	4,036	3.8	4,952

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

Table 12: Satisfaction Level with Osteopathic Medicine Career Selection 2020-2021

	Students					
	2020-2021		2019-2020		2018-2019	
	%	#	%	#	%	#
Very Satisfied	30%	1,395	35%	1,419	33%	1,640
Satisfied	42%	1,970	43%	1,716	44%	2,190
Neither Satisfied nor Dissatisfied	18%	818	15%	609	16%	784
Dissatisfied	8%	374	6%	235	5%	266
Very Dissatisfied	2%	94	1%	57	1%	66
Mean Satisfaction Rating*	3.9	4,651	4.0	4,036	4.0	4,946

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

Table 13: 2020-2021 Graduating Seniors, if Starting Over, Would Prefer to Enroll in:

	Students					
	2020-2021		2019-2020		2018-2019	
	%	#	%	#	%	#
The osteopathic school from which you are about to graduate	42%	1,955	46%	1,849	46%	2,251
Another osteopathic medical school	11%	494	11%	424	10%	487
An allopathic medical school	43%	1,992	40%	1,601	41%	2,016
Would not have gone to medical school at all	4%	196	4%	149	4%	190

Table 14: Diversity Valued by Osteopathic Medical School - Graduating Seniors 2020-2021

	Students					
	2020-2021		2019-2020		2018-2019	
	%	#	%	#	%	#
Strongly Agree	25%	1,139	29%	1,185	30%	1,469
Agree	42%	1,962	43%	1,729	43%	2,131
Neither Agree nor Disagree	20%	944	18%	705	18%	879
Disagree	9%	422	8%	303	7%	356
Strongly Disagree	4%	184	3%	112	2%	120
Mean Agreement Rating*	3.7	4,651	3.9	4,034	3.9	4,955

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

Table 15: 2020-2021 Graduating Seniors' Satisfaction with Overall Climate/Environment

	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree
Able to openly express all identities	41%	47%	7%	4%	1%
Able to connect with someone considered a trusted friend or at least one person who helped with struggles	34%	47%	10%	7%	2%
School was respectful of individuals and groups with various cultural differences	29%	43%	14%	11%	3%
Students were afforded equitable opportunities for success under the same set of standards	31%	46%	14%	7%	3%
Safe and inclusive environment	26%	47%	14%	10%	3%
A visible culture that supported students while on campus	26%	44%	14%	10%	5%
A visible culture that supported students while off campus	28%	48%	13%	7%	3%
Felt safe to raise concerns about discrimination	20%	33%	17%	21%	10%
A process was in place that led to appropriate outcomes when discrimination concerns were raised	38%	49%	10%	3%	1%
School valued and respected the unique attributes students brought to the learning environment	42%	42%	9%	5%	3%
Students continued to received support during clinical years	42%	42%	9%	5%	3%
School promoted a culture of civility	42%	42%	9%	5%	3%

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 16: 2020-2021 Graduating Seniors' Evaluation of First Two Years of Medical Education

	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree
Basic and clinical science course objectives were made clear to students	41%	47%	7%	4%	1%
Basic science courses were sufficiently integrated with one another	34%	47%	10%	7%	2%
Basic science courses were sufficiently integrated with clinical training	29%	43%	14%	11%	3%
Course objectives & examination content matched closely	31%	46%	14%	7%	3%
Coursework adequately prepared students for clerkships	26%	47%	14%	10%	3%
The first two years of medical school were well-organized	26%	44%	14%	10%	5%
Students were provided with timely feedback on performance	28%	48%	13%	7%	3%
There was adequate exposure to patient care during the first two years	20%	33%	17%	21%	10%
Osteopathic principles were adequately integrated into coursework	38%	49%	10%	3%	1%
An appropriate amount of training was provided in OMT	42%	42%	9%	5%	3%
There was adequate preparation for COMLEX Level I	27%	39%	14%	12%	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 17: 2020-2021 Graduating Seniors' Evaluation of Time Devoted to Various Areas of Instruction

	Appropriate	Inadequate	Excessive
Basic medical science	87%	9%	5%
Behavioral science	84%	15%	1%
Biostatistics	70%	28%	2%
Bioterrorism	59%	40%	1%
Care of ambulatory patients	87%	10%	3%
Care of elderly (geriatrics)	78%	16%	6%
Care of hospitalized patients	80%	19%	1%
Care of patients with HIV/AIDS	67%	32%	1%
Clinical decision-making	85%	15%	1%
Clinical pharmacology	87%	10%	3%
Clinical science	90%	9%	1%
Cost-effective medical practice	55%	44%	1%
Diagnostic skills	87%	12%	1%
Drug and alcohol abuse	81%	18%	1%
Family/domestic violence	71%	29%	1%
Genetics	83%	14%	4%
Health promotion & disease prevention	89%	9%	2%
Human sexuality	68%	30%	2%
Independent learning & self-evaluation	83%	13%	5%
Infection control/health care setting	87%	13%	0%
Infectious disease prevention	89%	10%	0%
Integrative medicine	79%	18%	3%
Legal medicine	59%	39%	2%
Literature analysis skill	65%	34%	1%
Medical care cost control	53%	47%	1%
Medical ethics	82%	15%	4%
Medical record-keeping	66%	33%	1%
Medical socioeconomics	68%	31%	1%
Neuromusculoskeletal Medicine/OMT	74%	3%	23%
Nutrition	64%	33%	3%
Pain management	68%	32%	1%
Patient education	87%	12%	1%
Patient follow-up	86%	14%	1%
Patient interviewing skills	92%	3%	5%
Physician-patient relationship	94%	4%	2%
Practice management	65%	34%	1%
Primary care	85%	4%	11%
Public health & community medicine	84%	14%	2%
Rehabilitation	68%	32%	1%
Research techniques	60%	39%	1%
Role of medicine in community	87%	12%	1%
Screening for diseases	93%	6%	1%
Teamwork with other health professionals	87%	7%	6%
Therapeutic management	90%	10%	0%
Use of computers	87%	13%	1%
Utilization review & quality assurance	76%	24%	0%

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 18: Percentage of Time Arranged/Set by COM for Required Clerkships, 2020-2021 Graduating Seniors

	Students					
	2020-2021		2019-2020		2018-2019	
	%	#	%	#	%	#
10% or Fewer	4%	187	4%	142	5%	252
11% - 40%	6%	264	5%	205	7%	364
41% - 60%	17%	759	18%	677	20%	1,006
61% - 80%	17%	751	18%	713	17%	850
81% - 100%	56%	2,460	55%	2,137	50%	2,465

Table 19: Percentage of Time Arranged/Set by COM for Elective/Selective Clerkships, 2020-2021 Graduating Seniors

	Students					
	2020-2021		2019-2020		2018-2019	
	%	#	%	#	%	#
10% or Fewer	42%	1,850	47%	1,820	51%	2,509
11% - 40%	18%	814	20%	777	17%	858
41% - 60%	14%	615	14%	532	13%	659
61% - 80%	11%	468	10%	372	9%	443
81% - 100%	15%	676	10%	372	9%	464

Table 20: Advance Notification of Required Clerkship Location, 2020-2021 Graduating Seniors

	Students					
	2020-2021		2019-2020		2018-2019	
	%	#	%	#	%	#
Less than 1 Month	12%	522	9%	342	11%	518
1 to 3 Months	37%	1,648	33%	1,291	35%	1,740
3 Months or More	51%	2,245	58%	2,233	54%	2,679

Table 21: Advance Notification of Elective Clerkship Location, 2020-2021 Graduating Seniors

	Students					
	2020-2021		2019-2020		2018-2019	
	%	#	%	#	%	#
Less than 1 Month	19%	822	12%	470	13%	628
1 to 3 Months	59%	2,597	57%	2,217	57%	2,829
3 Months or More	23%	1,002	31%	1,181	30%	1,480

Table 22: 2020-2021 Graduating Seniors' Evaluation of Clinical Education - Required Clerkships

	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree
Clear goals and objectives were set	27%	51%	13%	7%	3%
Able to design own goals and objectives	23%	41%	19%	13%	4%
Clear performance objectives were set	23%	48%	16%	10%	3%
Clerkships were well-organized	20%	43%	20%	12%	5%
Rounds were conducted as scheduled	23%	50%	18%	7%	3%
Timely feedback was provided on performance	22%	49%	17%	9%	4%
Too large a role by residents in teaching and evaluation	12%	18%	24%	33%	14%
Appropriate diversity of patients and their health issues	32%	52%	11%	4%	1%
Appropriate number of inpatient experiences	30%	46%	9%	10%	5%
Each clerkship had an osteopathic orientation	10%	16%	21%	35%	18%
Osteopathic principles & practice (OPP) were well-integrated in each clerkship	10%	20%	24%	30%	16%
Appropriate technology usage for situation	29%	54%	12%	4%	2%
Able to work on a personal basis with patients	39%	51%	8%	1%	1%
Attending modeled excellent patient relationship skills	31%	50%	15%	3%	1%
Support staff was friendly and supportive	32%	50%	13%	4%	2%
Coverage hours were set and finished on time	24%	49%	18%	8%	2%
Was asked relevant and pertinent questions on patient diagnosis, treatment options, management, and follow-up care	32%	54%	10%	3%	1%
Felt free to ask questions	36%	50%	10%	2%	1%
The attending seemed interested in my opinions	26%	46%	20%	6%	2%
Personal concerns were addressed by the attending while on rotation	25%	46%	22%	6%	2%
Was treated with respect	34%	50%	12%	3%	1%
Able to discuss progress on rotation with attending	29%	52%	14%	4%	2%
Attending critically evaluated me during rotation	26%	52%	15%	5%	2%
Able to discuss the final rotation evaluation with the attending	22%	41%	18%	14%	5%
Attending based the evaluation on direct observation	26%	51%	16%	5%	2%
Able to meet & discuss areas of concern with the attending outside of the clinical setting	21%	38%	22%	14%	4%
Lived a reasonable distance from rotation sites	30%	49%	12%	7%	3%
Rotations prepared me for examinations	22%	45%	19%	9%	5%
Testing was provided at end of each rotation	41%	50%	7%	2%	1%
Adequate preparation for COMLEX Level 2-CE	25%	46%	15%	9%	5%
Adequate preparation for COMLEX Level 2-PE	23%	31%	39%	4%	3%

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 23: 2020-2021 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	27%	50%	14%	6%	2%
Able to design own goals and objectives	32%	48%	13%	5%	2%
Clear performance objectives were set	28%	49%	16%	6%	2%
Clerkships were well-organized	26%	49%	16%	6%	3%
Rounds were conducted as scheduled	28%	51%	16%	3%	2%
Timely feedback was provided on performance	27%	53%	14%	4%	2%
Too large a role by residents in teaching and evaluation	14%	24%	23%	28%	11%
Appropriate diversity of patients and their health issues	35%	52%	9%	2%	1%
Appropriate number of inpatient experiences	34%	49%	10%	5%	2%
Each clerkship had an osteopathic orientation	14%	23%	21%	26%	16%
Osteopathic principles and practice (OPP) were well-integrated in each clerkship	13%	24%	24%	25%	14%
Appropriate technology usage for situation	32%	54%	11%	3%	1%
Able to work on a personal basis with patients	39%	51%	9%	1%	1%
Attending modeled excellent patient relationship skills	35%	51%	12%	1%	1%
Support staff was friendly and supportive	37%	51%	10%	2%	1%
Coverage hours were set and finished on time	30%	51%	15%	3%	1%
Was asked relevant and pertinent questions on patient diagnosis, treatment options, management, and follow-up care	35%	53%	10%	2%	1%
Felt free to ask questions	38%	51%	9%	1%	1%
Attending seemed interested in my opinions	33%	50%	14%	3%	1%
Personal concerns were addressed by the attending while on rotation	30%	49%	16%	3%	1%
Was treated with respect	38%	50%	10%	1%	1%
Able to discuss progress on rotation with attending	32%	53%	12%	3%	1%
Attending critically evaluated me during rotation	31%	52%	13%	3%	1%
Able to discuss the final rotation evaluation with the attending	27%	46%	16%	8%	3%
Attending based the evaluation on direct observation	31%	53%	12%	3%	1%
Able to meet and discuss areas of concern with the attending outside of the clinical setting	26%	43%	19%	9%	3%
Lived a reasonable distance from rotation sites	30%	50%	13%	5%	2%
Rotations prepared me for examinations	26%	45%	23%	4%	2%
Testing was provided at end of each clerkship	22%	33%	25%	16%	5%
Adequate preparation for COMLEX Level 2-CE	22%	44%	25%	6%	4%
Adequate preparation for COMLEX Level 2-PE	20%	32%	41%	4%	3%

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: Graduating Seniors Who Applied To Elective MD Rotations through VSAS

	2020-2021		Students 2019-2020		2018-2019	
	%	#	%	#	%	#
Did Apply through VSAS	66%	2,856	74%	2,773	74%	3,671
Did Not Apply through VSAS	32%	1,370	24%	898	25%	1,220
Unsure	2%	102	2%	63	1%	64
Total	100%	4,328	100%	3,734	100%	4,955

Table 25: Applications to Elective MD Rotations through VSAS

	2020-2021		Mean 2019-2020		2018-2019	
	# of Elective Rotations	# of Students	# of Elective Rotations	# of Students	# of Elective Rotations	# of Students
Number of Applications	17.8	2,809	18.4	2,691	17.4	3,630
Number of Acceptances	1.8	2,816	3.8	2,730	3.8	3,629
Number of Rotations Completed	1.3	2,816	2.4	2,732	2.6	3,624

Table 26: 2020-2021 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	54%	38%	8%	0%	0%
General pediatric examination	28%	39%	26%	6%	1%
Well-baby examination	23%	32%	30%	13%	2%
Breast and pelvic examination	26%	34%	28%	11%	2%
Prostate and testicular examination	20%	32%	31%	15%	3%
Osteopathic structural examination	39%	35%	21%	4%	1%
Sports participation examination	33%	38%	20%	5%	3%

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 27: 2020-2021 Graduating Seniors' Evaluation of Various Academic Services

	Very Satisfied	Satisfied	Neither Satisfied Nor Dissatisfied	Dissatisfied	Strongly Dissatisfied
Academic counseling	19%	39%	21%	15%	7%
Accessibility to administration	18%	41%	22%	14%	6%
Awareness of student problems by administration	14%	31%	21%	21%	14%
Career counseling	15%	31%	25%	19%	10%
Computer resource center	22%	41%	29%	6%	3%
Disability insurance	12%	22%	59%	5%	3%
Electronic communication (e-mail, Internet/Intranet)	23%	51%	16%	7%	3%
Faculty mentoring	19%	36%	20%	17%	8%
Financial aid administration services	26%	43%	23%	5%	3%
Library	32%	46%	16%	4%	3%
Participation of students on key medical school committees	21%	45%	25%	6%	3%
Personal counseling	20%	34%	33%	9%	5%
Student health insurance	13%	30%	30%	15%	12%
Student health services	15%	36%	32%	10%	7%
Student relaxation space	15%	35%	28%	13%	8%
Student study space	20%	45%	17%	12%	7%
Tutorial help	16%	36%	38%	6%	4%

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

Teal highlighted categories are those where $\geq 90\%$ are "Very Satisfied" + "Satisfied."

Table 28: 2020-2021 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	35%	50%	11%	3%	1%
Well-prepared to treat structural problems	32%	49%	13%	4%	1%
Well-prepared to document findings in a structural examination	32%	50%	13%	4%	1%
Had opportunity to practice OPP during first two years in medical school	52%	39%	7%	1%	1%
Had opportunity to practice OPP during in-hospital rotations	16%	33%	19%	23%	9%
Had opportunity to practice OPP during ambulatory primary care rotations	22%	50%	14%	10%	4%
Had opportunity to practice OPP during ambulatory non-primary care rotations	16%	30%	22%	24%	8%
Had osteopathic physician role models during the first two years in medical school	33%	46%	13%	5%	3%
Had osteopathic physician role models during required in-hospital rotations	18%	36%	18%	20%	8%
Had osteopathic physician role models during ambulatory primary care rotations	23%	46%	15%	11%	5%
Had osteopathic physician role models during ambulatory non-primary care rotations	19%	35%	21%	19%	7%
Had osteopathic physician role models during selectives/electives	20%	40%	19%	15%	6%

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 29: 2020-2021 Graduating Seniors' Evaluation of Training in Geriatric Care

	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree
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	30%	54%	11%	3%	1%
Can anticipate and identify hazards of hospitalization for older adults	30%	57%	10%	2%	1%
Can identify those medications that should be avoided or used with caution in older adults	28%	58%	11%	3%	1%
Can differentiate the clinical presentations of delirium, dementia, and depression in older adults	29%	56%	12%	2%	1%
Can assess a patient's self-care/functional capacity, e.g. ADLs & IADLs	25%	56%	14%	4%	1%
Can assess an older adult patient's fall risk, identify underlying causative factors, and make recommendations for further evaluation and initial management	25%	55%	15%	5%	1%
Can describe the differences in the presenting signs, symptoms, and laboratory findings of common conditions in older, as compared to younger, adults	26%	57%	13%	3%	1%

Table 30: 2020-2021 Graduating Seniors' Evaluation of how confident are you in your current ability to perform the following activities

	(5) Very Confident	(4)	(3)	(2)	(1) Not at All Confident
Perform an accurate, complete or focused history and physical exam in a prioritized, organized manner without supervision and with respect for the patient.	70%	24%	4%	1%	0%
Integrate patient data to formulate an assessment and develop a list of potential diagnoses that can be prioritized, leading to a selection of a working diagnosis.	57%	36%	6%	1%	0%
Select and interpret common diagnostic and screening tests using evidence-based and cost-effective principles when approaching a patient in any setting.	51%	40%	7%	1%	0%
Write safe and indicated orders and prescribe therapies or interventions in a variety of settings (e.g. inpatient, ambulatory, urgent or emergent care) without direct supervision.	34%	43%	13%	8%	2%
Provide accurate, focused and context-specific documentation of a clinical encounter in either written or electronic formats.	59%	33%	6%	2%	0%
Present a concise oral summary of a patient encounter to achieve a shared understanding of the patient's condition.	56%	35%	6%	2%	1%
Identify key clinical questions in caring for patients, identify information resources, and retrieve information and evidence that will be used to address those questions.	53%	39%	6%	1%	0%
Perform safe and effective transitions of responsibility for patient care from one health care team or practitioner to another.	45%	40%	11%	4%	1%
Participate as a contributing and integrated member of an interprofessional team and fully embrace the value of teamwork in patient care.	63%	31%	5%	1%	0%
Promptly recognize a patient who requires urgent or emergent care, initiate evaluation and treatment, and seek help.	56%	36%	6%	2%	0%
Obtain consent for tests and/or procedures for which I know the indications, contraindications, alternatives, risks and benefits.	50%	38%	8%	3%	1%
Understand systems, identify system failures, and intervene in systems to improve quality and safety in health care.	43%	40%	13%	4%	1%

Beige highlighted categories are those where $\leq 70\%$ are "(5) Very Confident" + "(4)."

Teal highlighted categories are those where $\geq 90\%$ are "(5) Very Confident" + "(4)."

Table 31: 2020-2021 Graduating Seniors' Evaluation of how confident you are in your current ability to perform the following skills without direct supervision (i.e., with no supervisor in the room)

	(5) Very Confident	(4)	(3)	(2)	(1) Not at All Confident
Intravenous (IV) line insertion	17%	29%	16%	19%	20%
Phlebotomy	20%	26%	17%	18%	19%
Bag-valve-mask (BVM) ventilation	44%	34%	11%	6%	5%
Cardiopulmonary (CPR)	42%	36%	12%	6%	4%

Beige highlighted categories are those where $\leq 70\%$ are "(5) Very Confident" + "(4)."

Teal highlighted categories are those where $\geq 90\%$ are "(5) Very Confident" + "(4)."

Table 32: 2020-2021 Graduating Seniors' Evaluation of School's Involvement in Clerkship Years

	Students	
	%	#
Adequate Involvement	47%	2,097
Some, but Inadequate, Involvement	32%	1,420
Outstanding involvement	11%	483
Excessive Involvement	3%	115
Not Involved	7%	316

Table 33: Type of School Involvement During Clerkship Years, 2020-2021 Graduating Seniors

	Students	
	%	#
E-Mail	83%	3,898
COMLEX Level 2-PE Preparation	54%	2,504
Distance Learning	64%	2,995
COMLEX Level 2-CE Preparation	42%	1,973
Faculty Visits	25%	1,155
Newsletter	32%	1,489

Table 34: Percentage of Time Devoted to Various Activities During Clerkship Years, 2020-2021 Graduating Seniors

	Students' Time	
	%	#
Inpatient Care, Including Reading X-ray Films and Laboratory Work	45%	4,308
Outpatient Care	42%	4,308
Extended/Long-Term Care	5%	4,308
Research	4%	4,308
Other	4%	4,308

**Table 35: COMLEX-USA and USMLE Examinations -
2020-2021 Graduating Seniors**

COMLEX-USA	Students					
	2020-2021		2019-2020		2018-2019	
	%	#	%	#	%	#
Level 1 – Passed 1st Attempt	95%	4,096	95%	3,540	96%	4,754
Level 2-PE – Passed 1st Attempt	86%	3,101	94%	3,476	94%	4,636
Level 2-CE – Passed 1st Attempt	97%	4,152	97%	3,610	96%	4,739
USMLE						
Step 1 – Attempted Examination	63%	2,730	57%	2,121	55%	2,725
Step 1 – Passed 1st Attempt*	97%	2,652	97%	2,062	97%	2,627
Step 2 CK – Attempted Examination	55%	2,366	50%	1,841	46%	2,292
Step 2 CK – Passed 1st Attempt*	98%	2,326	98%	1,803	98%	2,243
Step 2 CS – Attempted Examination	2%	84	2%	58	2%	104
Step 2 CS – Passed 1st Attempt*	98%	82	95%	55	96%	99

*Percentage of those attempting the respective examinations.

Table 36: Interprofessional Medical Education Participation - Graduating Seniors 2020-2021

	Students					
	2020-2021		2019-2020		2018-2019	
	%	#	%	#	%	#
Did Participate	84%	3,602	83%	3,063	76%	3,732
Did Not Participate	12%	506	14%	500	19%	920
Unsure	5%	192	4%	145	6%	285

Table 37: Types of Interprofessional Medical Education - Graduating Seniors 2020-2021

	Students Participating					
	2020-2021		2019-2020		2018-2019	
	%	#	%	#	%	#
Preclinical Education	88%	3,276	81%	2,597	78%	3,066
Pharmacy	77%	2,817	76%	2,424	75%	2,890
Nursing	76%	2,789	73%	2,329	71%	2,737
Clinical Education	64%	2,392	70%	2,229	70%	2,742
Physician Assistant	60%	2,187	64%	2,044	62%	2,387
MD Medicine	45%	1,645	47%	1,518	47%	1,816
Physical Therapy	45%	1,644	45%	1,433	45%	1,745
Social Work	37%	1,344	38%	1,215	37%	1,452
Occupational Therapy	32%	1,152	31%	990	31%	1,186
Dentistry	26%	946	28%	881	27%	1,033
Podiatry	23%	829	24%	784	24%	933
Psychology	19%	688	21%	665	22%	850
Public Health	17%	624	14%	461	16%	631
Veterinary Medicine	9%	317	9%	281	8%	304
Other	5%	161	4%	111	4%	134

Table 38: Settings of Interprofessional Medical Education - Graduating Seniors 2020-2021

	Students Participating					
	2020-2021		2019-2020		2018-2019	
	%	#	%	#	%	#
Patient-Centered Case Studies	63%	2,314	61%	1,950	57%	2,248
Active Engagement with Patients	60%	2,212	62%	1,994	62%	2,439
Clinical Simulations	48%	1,751	44%	1,406	38%	1,471
Lecture (Clinical Subject)	47%	1,722	49%	1,560	50%	1,951
Skills Training in Team Settings	37%	1,327	37%	1,178	30%	1,183
Lecture (Basic Science)	35%	1,279	34%	1,091	36%	1,405
Community Projects or Service Learning	25%	908	23%	732	22%	852
Other	2%	86	3%	89	2%	76

Table 39: 2020-2021 Participating Graduating Seniors' Evaluation of Interprofessional Medical Education

	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree
The learning experiences with other health professionals helped me to better understand the roles of other health professionals in patient care.	28%	46%	16%	6%	4%
I believe the learning experiences with other health professionals will contribute to/improve my performance as an osteopathic physician.	32%	43%	16%	6%	4%

Table 40: 2020-2021 Graduating Seniors' Evaluation of Percentage of Training Delivered by MD Physicians

	None	1%-25%	26%-50%	51%-75%	76%-100%
During the First Two Years of Medical School	4%	42%	37%	14%	3%
During Required In-Hospital Rotations	1%	7%	29%	40%	24%
During Required Ambulatory Primary Care Rotations	4%	14%	37%	29%	16%
During Required Ambulatory Non-Primary Care Rotations	4%	12%	34%	31%	20%
During Selectives/Electives	1%	9%	31%	35%	24%

Table 4I: Immediate Post-Graduate Plans, Graduating Seniors‡

	Students		Gender		Race-Ethnicity				
	%	#	Male	Female	White	Asian	Hispanic/ Latino	Black or African American	All Others*
Osteopathic Residency									
2020-2021	---	---	---	---	---	---	---	---	---
2019-2020	---	---	---	---	---	---	---	---	---
2018-2019	6%	267	6%	5%	5%	6%	9%	6%	7%
AOA Traditional Rotating Internship									
2020-2021	---	---	---	---	---	---	---	---	---
2019-2020	---	---	---	---	---	---	---	---	---
2018-2019	2%	119	3%	2%	2%	3%	3%	4%	0%
ACGME Residency (Includes Transitional Year)									
2020-2021	---	---	---	---	---	---	---	---	---
2019-2020	---	---	---	---	---	---	---	---	---
2018-2019	4%	181	5%	3%	4%	4%	0%	4%	2%
ACGME transitional year with Osteopathic Recognition									
2020-2021	2%	78	3%	1%	2%	2%	1%	4%	2%
2019-2020	3%	88	3%	2%	2%	2%	5%	5%	4%
2018-2019	---	---	---	---	---	---	---	---	---
ACGME transitional year without Osteopathic Recognition									
2020-2021	6%	235	7%	5%	6%	5%	6%	2%	6%
2019-2020	4%	150	5%	3%	4%	5%	5%	2%	7%
2018-2019	---	---	---	---	---	---	---	---	---
Dual AOA/ACGME Residency w/ Osteopathic Recognition									
2020-2021	---	---	---	---	---	---	---	---	---
2019-2020	---	---	---	---	---	---	---	---	---
2018-2019	10%	498	10%	11%	10%	12%	10%	10%	14%
Dual AOA/ACGME Residency w/o Osteopathic Recognition									
2020-2021	---	---	---	---	---	---	---	---	---
2019-2020	---	---	---	---	---	---	---	---	---
2018-2019	6%	295	6%	6%	6%	6%	10%	8%	7%
ACGME Residency w/ Osteopathic Recognition									
2020-2021	27%	1,097	27%	27%	27%	27%	28%	28%	25%
2019-2020	27%	956	27%	28%	28%	26%	29%	31%	24%
2018-2019	15%	720	15%	15%	15%	17%	12%	13%	11%
ACGME Residency w/o Osteopathic Recognition									
2020-2021	59%	2,425	55%	62%	59%	59%	54%	58%	58%
2019-2020	60%	2,131	56%	63%	59%	63%	54%	55%	61%
2018-2019	51%	2,517	49%	54%	52%	50%	49%	46%	50%
Research or Other Non-Residency Activity									
2020-2021	2%	66	2%	1%	1%	2%	2%	2%	1%
2019-2020	1%	33	1%	1%	1%	1%	0%	3%	1%
2018-2019	1%	46	1%	1%	1%	2%	1%	5%	2%
Government, NHSC, Military, VA, etc.									
2020-2021	---	---	---	---	---	---	---	---	---
2019-2020	---	---	---	---	---	---	---	---	---
2018-2019	4%	188	5%	3%	5%	0%	4%	1%	5%

Table 41: Immediate Post-Graduate Plans, Graduating Seniors (Continued)‡

	Students		Gender		Race-Ethnicity				
	%	#	Male	Female	White	Asian	Hispanic/ Latino	Black or African American	All Others*
Governmental/military service residency with Osteopathic Recognition									
2020-2021	2%	60	2%	1%	2%	1%	2%	0%	2%
2019-2020	2%	57	2%	1%	2%	1%	3%	2%	0%
2018-2019	---	---	---	---	---	---	---	---	---
Governmental/military service residency without Osteopathic Recognition									
2020-2021	2%	84	3%	1%	2%	1%	2%	2%	5%
2019-2020	2%	86	4%	2%	3%	1%	3%	0%	3%
2018-2019	---	---	---	---	---	---	---	---	---
Undecided									
2020-2021	2%	92	2%	2%	1%	3%	5%	4%	2%
2019-2020	1%	46	2%	1%	1%	2%	2%	2%	1%
2018-2019	1%	67	2%	1%	1%	2%	3%	4%	2%
Total									
2020-2021	100%	4,137	100%	100%	100%	100%	100%	100%	100%
2019-2020	100%	3,547	100%	100%	100%	100%	100%	100%	100%
2018-2019	100%	4,898	100%	100%	100%	100%	100%	100%	100%

*All Others include respondents indicating American Indian and Alaskan Native, Native Hawaiian and Pacific Islander or multiple races.

‡ In 2019-2020 AACOM updated the "Immediate Post-Graduate Plans" question to align with the current Single Graduate Medical Education Accreditation System.

Table 42: Reasons Given for Planning an Allopathic or Dual AOA/ACGME-Approved Residency*

	Students					
	2020-2021		2019-2020‡		2018-2019	
	%	#	%	#	%	#
Opens more career opportunities	---	---	---	---	40%	2,327
Located in more suitable geographic location(s)	---	---	---	---	53%	2,050
Located in larger institutions	---	---	---	---	42%	1,631
Believe better training and educational opportunities available	---	---	---	---	48%	1,866
Desire specialty training not available in osteopathic program	---	---	---	---	12%	455
Better chance of being accepted in program	---	---	---	---	15%	564
Desired program has transitioned to ACGME-accreditation†	---	---	---	---	32%	1,259
Allows ABMS board certification	---	---	---	---	8%	294
Higher pay	---	---	---	---	8%	303
Shorter training period	---	---	---	---	4%	158
Obligation	---	---	---	---	4%	148
Other	---	---	---	---	10%	374

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

† In 2018-2019 AACOM updated "Reason Given for Planning an Allopathic or Dual AOA/ACGME-Approved Residency" question.

‡ In 2019-2020 AACOM updated the "Immediate Post-Graduate Plans" question to align with the current Single Graduate Medical Education Accreditation System which resulted in eliminating the Reasons Given for Planning an Allopathic or Dual AOA/ACGME-Approved Residency question.

Table 43: Board Certification Plans - Graduating Seniors

	Students		Gender		Race-Ethnicity				
	%	#	Male	Female	White	Asian	Hispanic/ Latino	Black or African American	All Others*
Osteopathic AOA Boards									
2020-2021	34%	1,393	31%	38%	33%	35%	38%	36%	31%
2019-2020	32%	1,121	28%	37%	31%	33%	36%	43%	31%
2018-2019	22%	1,060	20%	24%	22%	16%	33%	27%	25%
Both AOA and ABMS Boards									
2020-2021	19%	767	19%	18%	17%	21%	19%	26%	24%
2019-2020	18%	651	19%	18%	18%	20%	19%	18%	14%
2018-2019	17%	851	18%	18%	16%	22%	17%	18%	18%
Allopathic ABMS Boards									
2020-2021	17%	686	20%	12%	17%	16%	15%	9%	13%
2019-2020	21%	731	24%	17%	21%	21%	16%	19%	28%
2018-2019	29%	1,394	31%	25%	29%	33%	24%	26%	30%
Other									
2020-2021	1%	25	1%	0%	0%	1%	2%	0%	1%
2019-2020	0%	11	1%	0%	0%	0%	2%	0%	1%
2018-2019	1%	44	1%	0%	1%	1%	3%	0%	0%
Not Planning Board Certification									
2020-2021	0%	7	0%	0%	0%	0%	0%	0%	0%
2019-2020	0%	2	0%	0%	0%	0%	0%	0%	0%
2018-2019	0%	8	0%	0%	0%	0%	1%	0%	2%
Undecided									
2020-2021	30%	1,258	29%	32%	32%	27%	26%	28%	32%
2019-2020	29%	1,026	29%	29%	30%	26%	27%	20%	27%
2018-2019	31%	1,524	30%	33%	32%	29%	22%	29%	25%
Total									
2020-2021	100%	4,136	100%	100%	100%	100%	100%	100%	100%
2019-2020	100%	3,542	100%	100%	100%	100%	100%	100%	100%
2018-2019	100%	4,881	100%	100%	100%	100%	100%	100%	100%

*All Others include respondents indicating American Indian and Alaskan Native, Native Hawaiian and Pacific Islander or multiple races.

Table 44: Reasons Given for Taking ABMS (Allopathic) or Both Boards*

	Students					
	2020-2021		2019-2020		2018-2019	
	%	#	%	#	%	#
ABMS board certification is more widely recognized	71%	1,030	70%	973	71%	1,568
ABMS board certification provides more opportunities	59%	850	60%	828	61%	1,342
ABMS board certification has more colleague acceptance	51%	740	50%	691	48%	1,053
Hospital privileges more readily obtained with ABMS board certification	39%	559	37%	512	32%	707
ABMS board certification carries more prestige	38%	550	36%	491	35%	767
Licenses more readily obtained with ABMS board certification	35%	505	32%	437	29%	637
Personal desire for dual certification	31%	443	27%	378	22%	492
It is a requirement of the residency program	20%	293	28%	383	34%	755
Other	8%	122	8%	104	7%	144

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

Table 45: Long-Range Career Plans, Graduating Seniors

	Students		Gender		Race-Ethnicity				
	%	#	Male	Female	White	Asian	Hispanic/ Latino	Black or African American	All Others*
Group or Other Type of Private Practice									
2020-2021	60%	2,481	58%	62%	64%	59%	54%	51%	48%
2019-2020	62%	2,176	59%	64%	63%	61%	59%	47%	63%
2018-2019	44%	2,109	46%	42%	46%	42%	40%	41%	41%
Self-Employed, with or without a Partner									
2020-2021	12%	492	14%	10%	12%	11%	12%	11%	13%
2019-2020	11%	372	12%	9%	11%	10%	9%	13%	5%
2018-2019	8%	363	9%	5%	7%	7%	7%	10%	5%
Practice in an HMO									
2020-2021	2%	72	2%	2%	1%	3%	2%	1%	2%
2019-2020	3%	90	2%	3%	2%	3%	2%	2%	5%
2018-2019	13%	608	11%	15%	13%	15%	12%	11%	18%
Government, NHSC, Military, VA, etc.									
2020-2021	5%	193	5%	4%	5%	2%	7%	4%	11%
2019-2020	5%	182	7%	4%	6%	4%	7%	5%	3%
2018-2019	5%	242	4%	6%	5%	2%	16%	11%	7%
Other Professional Activity									
2020-2021	6%	243	6%	6%	5%	7%	7%	16%	2%
2019-2020	7%	234	6%	8%	6%	8%	9%	12%	7%
2018-2019	8%	362	8%	8%	7%	10%	8%	7%	7%
Undecided									
2020-2021	16%	651	15%	15%	13%	18%	19%	17%	24%
2019-2020	14%	485	14%	13%	13%	14%	13%	21%	13%
2018-2019	24%	1,112	22%	25%	22%	23%	14%	27%	19%
Total									
2020-2021	100%	4,132	100%	100%	100%	100%	100%	100%	100%
2019-2020	100%	3,539	100%	100%	100%	100%	100%	100%	100%
2018-2019	100%	4,801	100%	100%	100%	100%	100%	100%	100%

*All Others include respondents indicating American Indian and Alaskan Native, Native Hawaiian and Pacific Islander or multiple races.

Table 46: Plans to Work as a Hospitalist*

	Students			
	2020-2021		2019-2020	
	%	#	%	#
Yes	22%	906	23%	809
No	46%	1,884	46%	1,642
Unsure	33%	1,345	31%	1,090
Total	100%	4,135	100%	3,541

*In 2019-2020 AACOM included questions in the student survey on plans to work as a hospitalist.

Table 47: Planned Patient Care as a Hospitalist*

	Students			
	2020-2021		2019-2020	
	%	#	%	#
Full-time (at least 36 hours a week)	78%	707	76%	617
Part-time (less than 36 hours a week)	13%	119	16%	125
Unsure	9%	79	8%	67
Total	100%	905	100%	809

*In 2019-2020 AACOM included questions in the student survey on plans to work as a hospitalist.

Table 48: Planned Research Involvement as a Hospitalist*

	Students			
	2020-2021		2019-2020	
	%	#	%	#
Involved in a limited way	54%	492	55%	444
Significantly Involved	14%	125	13%	105
Full-time	4%	33	3%	22
Unsure	28%	255	29%	238
Total	100%	3,768	100%	809

*In 2019-2020 AACOM included questions in the student survey on plans to work as a hospitalist.

Table 49: Size of Location Planned for Practice After Residency

	Students					
	2020-2021		2019-2020		2018-2019	
	%	#	%	#	%	#
Major Metropolitan Area (1,000,001 +)	18%	753	17%	605	21%	1,020
Metropolitan Area (500,001 - 1,000,000)	18%	745	20%	697	20%	986
City (100,001 - 500,000)	24%	998	24%	841	23%	1,104
City (50,001 - 100,000)	11%	448	12%	410	11%	522
City or Town (10,001 - 50,000)	12%	482	11%	402	11%	523
City or Town (2,501 - 10,000)	4%	180	4%	126	3%	159
Area 2,500 or less	1%	21	1%	37	1%	27
Undecided	12%	473	11%	402	10%	501
Total	100%	4,100	100%	3,520	100%	4,842

Table 50: Plans to Practice in Underserved/Shortage Area

	Students					
	2020-2021		2019-2020		2018-2019	
	%	#	%	#	%	#
Yes	41%	1,696	40%	1,426	35%	1,688
No	16%	648	16%	558	16%	783
Unsure	43%	1,774	44%	1,547	49%	2,353
Total	100%	4,118	100%	3,531	100%	4,824

Table 51: Percentage of Students Who Plan to Practice in Underserved/Shortage Areas

	Students					
	2020-2021		2019-2020		2018-2019	
Gender	%	#	%	#	%	#
Male	38%	787	37%	666	32%	799
Female	45%	846	45%	700	39%	827
Race/Ethnicity						
White	40%	962	40%	862	34%	1,074
Asian	39%	342	39%	280	33%	128
Hispanic/Latino	49%	161	44%	99	55%	43
Black or African American	69%	69	80%	76	62%	87
All Others*	35%	44	38%	39	57%	25
Marital Status						
Married/Cohabiting	45%	629	43%	531	40%	641
Single	40%	1,007	40%	852	33%	967
Financial Status						
Independent	45%	1,138	44%	979	38%	1,086
Dependent	36%	461	35%	379	30%	465
Parental Income						
\$49,999 and less	50%	249	48%	213	45%	266
\$50,000 - \$99,999	44%	426	44%	396	37%	424
\$100,000 - 199,999	39%	430	41%	414	34%	450
\$200,000 or more	38%	380	35%	277	31%	358
Parental Education						
Graduate/Professional Degree	41%	796	40%	671	34%	796
Bachelor's Degree	39%	429	41%	376	35%	454
No College Degree	45%	396	43%	331	39%	394

*All Others include respondents indicating American Indian and Alaskan Native, Native Hawaiian and Pacific Islander or multiple races.

Table 52: Plans to Practice in Underserved/Shortage Area by Type

	Students					
	2020-2021		2019-2020		2018-2019	
	%	#	%	#	%	#
Inner-city	43%	731	47%	662	42%	714
Rural	49%	829	45%	646	50%	847
Other	8%	131	8%	114	7%	123
Total	100%	1,691	100%	1,422	100%	1,684

Table 53: Percentage of Students Who Plan to Practice in Inner-city Underserved/Shortage Areas

	Students					
	2020-2021		2019-2020		2018-2019	
	%	#	%	#	%	#
Gender						
Male	39%	304	42%	281	38%	299
Female	47%	393	51%	353	47%	387
Race/Ethnicity						
White	31%	297	37%	317	33%	358
Asian	67%	229	65%	181	60%	77
Hispanic/Latino	54%	87	61%	60	44%	19
Black or African American	75%	52	71%	53	79%	69
All Others*	43%	19	56%	22	32%	8
Marital Status						
Married/Cohabiting	33%	209	38%	199	32%	204
Single	50%	497	52%	444	49%	471
Financial Status						
Independent	39%	443	44%	426	38%	412
Dependent	53%	243	54%	205	51%	238
Parental Income						
\$49,999 and less	51%	128	52%	110	46%	122
\$50,000 - \$99,999	44%	187	46%	180	38%	163
\$100,000 - 199,999	39%	165	45%	186	40%	180
\$200,000 or more	42%	159	46%	127	47%	169
Parental Education						
Graduate/Professional Degree	40%	320	47%	316	43%	341
Bachelor's Degree	44%	189	47%	174	43%	193
No College Degree	47%	184	46%	151	41%	160

*All Others include respondents indicating American Indian and Alaskan Native, Native Hawaiian and Pacific Islander or multiple races.

Table 54: Percentage of Students Who Plan to Practice in Rural Underserved/Shortage Areas

	Students					
	2020-2021		2019-2020		2018-2019	
	%	#	%	#	%	#
Gender						
Male	54%	424	50%	335	56%	443
Female	45%	382	41%	284	46%	379
Race/Ethnicity						
White	61%	588	55%	474	60%	640
Asian	27%	91	25%	71	31%	39
Hispanic/Latino	39%	62	36%	15	47%	20
Black or African American	15%	10	20%	36	17%	15
All Others*	46%	20	39%	15	64%	16
Marital Status						
Married/Cohabiting	61%	382	55%	291	61%	390
Single	42%	419	39%	335	44%	427
Financial Status						
Independent	53%	604	48%	469	55%	591
Dependent	40%	184	38%	145	42%	195
Parental Income						
\$49,999 and less	42%	104	43%	91	48%	128
\$50,000 - \$99,999	49%	210	45%	176	56%	236
\$100,000 - 199,999	52%	224	48%	199	53%	237
\$200,000 or more	51%	194	44%	122	45%	159
Parental Education						
Graduate/Professional Degree	51%	405	42%	284	50%	396
Bachelor's Degree	48%	207	47%	174	50%	226
No College Degree	47%	187	50%	165	53%	210

*All Others include respondents indicating American Indian and Alaskan Native, Native Hawaiian and Pacific Islander or multiple races.

Table 55: Planned Specialization - Graduating Seniors

	Students					
	2020-2021		2019-2020		2018-2019	
	%	#	%	#	%	#
Family Medicine	22%	909	23%	800	20%	984
Internal Medicine, General						
Pediatrics, General						
Internal Medicine, Subspecialty	14%	570	14%	492	15%	718
Emergency Medicine	12%	490	11%	403	12%	582
Psychiatry and Subspecialties	5%	214	6%	194	5%	266
Pediatrics, Subspecialties	4%	180	5%	161	5%	220
Anesthesiology	5%	215	5%	184	6%	277
OB/GYN and Subspecialties	4%	163	4%	135	4%	200
Surgery, General	3%	122	3%	90	3%	167
Radiology and Subspecialties	3%	129	3%	87	3%	148
Orthopedic Surgery	2%	82	2%	72	2%	116
Neurology and Subspecialties	2%	84	2%	80	2%	87
Physical Medicine & Rehabilitation Med.	2%	102	2%	81	2%	116
Critical Care	1%	39	2%	54	1%	56
Surgery Subspecialties	1%	29	1%	33	1%	45
Sports Medicine	1%	43	1%	35	1%	51
Dermatology	1%	35	1%	31	1%	49
Pathology and Subspecialties	1%	46	1%	43	1%	47
Geriatrics Medicine	0%	16	1%	17	0%	18
Otolaryngology	0%	6	1%	17	0%	19
Ophthalmology/Reconstructive Surgery	0%	13	0%	11	1%	25
Plastic Surgery	0%	15	0%	4	0%	13
Preventive Medicine and Subspecialties	0%	8	0%	7	0%	11
Thoracic Surgery	0%	9	0%	5	0%	3
Osteopathic Neuromusculoskeletal Medicine	0%	17	0%	7	0%	21
Allergy and Immunology	0%	3	0%	3	0%	4
Urology/Urological Surgery	0%	9	0%	10	0%	21
Medical Genetics and Genomics	0%	2	0%	3	0%	3
Vascular Surgery	0%	6	0%	2	0%	9
Nuclear Medicine	0%	2	0%	1	0%	0
Proctology*	---	---	---	---	---	---
Colon Rectal Surgery	0%	5	0%	2	0%	2
Undecided or Indefinite	1%	41	1%	31	1%	39
Total	100%	4,134	100%	3,542	100%	4,882

*In 2018-2019 the Accreditation Council for Graduate Medical Education removed Proctology as a specialty selection.

Table 56: Primary Care Plans, Graduating Seniors

	Students					
	2020-2021		2019-2020		2018-2019	
	%	#	%	#	%	#
Primary Care	35%	1,439	35%	1,247	32%	1,549
Non-Primary Care	64%	2,654	64%	2,264	68%	3,294
Undecided	1%	41	1%	31	1%	39
Total	100%	4,134	100%	3,542	100%	4,882

Table 57: Percentage of Graduating Seniors Who Plan to Practice in Primary Care Specialties

	Students					
	2020-2021		2019-2020		2018-2019	
	%	#	%	#	%	#
Gender						
Male	31%	643	31%	547	27%	671
Female	39%	730	41%	637	37%	791
Ethnicity						
White	33%	795	34%	744	30%	953
Asian	38%	337	39%	280	33%	130
Hispanic/Latinio	39%	129	33%	74	43%	33
Black or African American	36%	36	39%	37	36%	51
All Others*	35%	45	30%	31	39%	17
Marital Status						
Married/Cohabiting	38%	532	38%	475	35%	573
Single	34%	849	34%	721	30%	876
Financial Status						
Independent	35%	889	36%	797	32%	925
Dependent	36%	461	33%	362	31%	477
Parental Income						
\$49,999 or less	39%	194	40%	177	37%	221
\$50,000 - \$99,999	38%	366	36%	326	32%	370
\$100,000 - 199,999	35%	385	35%	349	32%	431
\$200,000 or more	31%	313	32%	256	27%	314
Parental Education						
Graduate/Professional Degree	34%	667	33%	557	31%	742
Bachelor's Degree	34%	368	37%	335	33%	429
No College Degree	38%	335	39%	296	32%	320
Parental Profession						
DO/MD†	33%	175	32%	139	28%	172
Non-DO/MD	31%	85	28%	69	31%	112

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

*All Others include respondents indicating American Indian and Alaskan Native, Native Hawaiian and Pacific Islander or multiple races.

Table 58: Planned Specialty Choice Decision Factors

	Mean Influence Rating*		
	2020-2021	2019-2020	2018-2019
Intellectual Content of the Specialty	3.2	3.3	3.3
Like Dealing with People	3.0	3.0	3.1
Skills/Abilities	3.0	3.0	3.1
Lifestyle	3.0	3.0	3.0
Like the Emphasis on Technical Skills	2.7	2.6	2.6
Role Models	2.6	2.7	2.9
Desire for Independence	2.6	2.6	2.6
Academic Environment	2.6	2.6	2.7
Previous Experience	2.4	2.4	2.4
Peer Influence	2.1	2.0	2.1
Prestige/Income Potential	1.9	1.9	2.0
Debt Level	1.9	1.8	2.0
Opportunity for Research/Creativity	1.8	1.8	1.9
Program has Osteopathic Recognition†	1.0	1.0	---

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

†In 2019-2020 AACOM updated the decision factors for planned specialties.

**Table 59: Planned Specialty Choice -
Non-Under Represented Minority and Under Represented Minority**

	Mean Influence Rating*				
	All Students	Under Represented Minority		Non-Under Represented Minority	
		Male	Female	Male	Female
Intellectual Content of the Specialty	3.2	3.2	3.2	3.2	3.2
Like Dealing with People	3.0	3.1	3.1	3.0	3.2
Skills/Abilities	3.0	3.0	3.0	3.0	3.0
Lifestyle	3.0	3.0	3.0	3.1	2.9
Like the Emphasis on Technical Skills	2.7	2.8	2.6	2.8	2.5
Role Models	2.6	2.7	2.5	2.6	2.7
Desire for Independence	2.6	2.8	2.6	2.7	2.5
Academic Environment	2.6	2.6	2.7	2.5	2.6
Previous Experience	2.4	2.5	2.4	2.5	2.5
Peer Influence	2.1	2.5	2.0	2.1	2.1
Prestige/Income Potential	1.9	2.2	1.8	2.1	1.7
Debt Level	1.9	2.3	1.8	2.1	1.7
Opportunity for Research/Creativity	1.8	2.0	1.9	1.9	1.7
Program has Osteopathic Recognition†	1.0	1.4	1.0	1.0	0.9

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

†In 2019-2020 AACOM updated the decision factors for planned specialties.

Table A1: 2020-2021 Graduating Seniors Response Rate to the AACOM Graduating Seniors Survey

Response Rate Range	Number of COMs		
	2020-2021	2019-2020	2018-2019
90% or more	17	12	21
75% - 89%	3	1	6
50% - 74%	5	10	3
25% - 49%	14	15	4
Less than 25%	6	3	5
Mean response rate for all COMs	63%	59%	75%

Table A2: 2020-2021 Response Rate to Debt, Scholarship and Specialty Survey Questions

	Response Rate
Debt	
Total Osteopathic Medical Education Loans	62%
Unsubsidized Stafford or FFELP	57%
Subsidized Stafford or FFELP	30%
Graduate PLUS	49%
Perkins	21%
Loans for Disadvantaged Students (LDS)	20%
Primary Care Loan (PCL)	21%
Other State-Issued Loans	20%
Osteopathic Association Loans	20%
Alternative Loans	21%
Other	22%
Family Loans to be Repaid by Student	61%
Non-Educational Debt	76%
At Entry, Loans Owing for Undergraduate Education	82%
At Entry, Loans Owing for Post-Bac Education	76%
Scholarships/Grants	
Total Scholarships/Grants	35%
National Health Service Corps Scholarship	22%
Armed Forces Health Professions Scholarship	23%
Post-9/11 GI Bill	21%
Indian Health Service Scholarship	21%
Department of Defense Tuition Assistance	21%
Scholarships for Disadvantaged Students	21%
State Government Scholarship/Grant	22%
Award from Osteopathic Medical School	28%
Tuition Waiver	21%
Osteopathic Association	22%
Other Sources	23%
Specialty	
Specialty Choice	88%