



## 2019-2020 ACADEMIC YEAR Graduating Seniors Survey

## Summary Report

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

Each year, AACOM collaborates with the nation's colleges of osteopathic medicine (COMs) to distribute the AACOM Graduating Seniors Survey, unfortunately this year the outbreak of the Coronavirus (COVID-19) pandemic affected everyone including our COMs who reacted quickly to ensure that the health and safety of their staff and students were protected.

Schools rapidly transition to a virtual learning environment to continue educating our students. To accommodate our schools and students AACOM arranged to deliver the 2019-2020 Graduating Seniors Survey using the student's email addresses via our survey software, Qualtrics. AACOM's member COMs provided their students' email addresses to create a distribution list to administer the survey to students directly. Students had the ability to access the survey from any device from their survey link. Students also had the flexibility of saving and completing the survey during a time that was convenient for them. Qualtrics sent reminders to students who had not completed their survey throughout the survey cycle. In addition, coordinators received weekly updates on response rates and could request additional updates during the survey cycle.

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. A total of 4,084 expected 2020 graduates responded to the survey from 37 COMs and branch campuses. The 2020 "Osteopathic Medical School Graduate Placements in 2020 Match Report" anticipated a graduate count of 6,864. Based on this number, the response rate for the Graduating Seniors Survey is approximately 59 percent. We understand that despite AACOM's best efforts, the response rate this year, as in other similar surveys, was reduced from our average response rates in the past. We acknowledge and appreciate the work of our COMs to help us field this survey at a time of crisis, and we are grateful to those graduates who took the time to respond. The "AACOM 2019-2020 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 2020 graduates is \$258,112 an increase of \$1,550 or 0.6 percent over 2019. Ninety-two percent of 2020 graduates reported having debt—an increase from the previous graduating class: 83 percent in 2019. The mean debt reported by public COM graduates is \$243,987 compared to private COM graduates at \$261,174—a difference of \$17,187 or 6.8 percent. Public COM graduates' mean debt increased from 2019 by 3.2 percent and private COM graduates' mean debt increased from 2019 by 0.1 percent.

Table 1.1—1.1a: Forty-nine percent of graduates reported receiving a Subsidized Stafford Loan. From 2019 to 2020, the percentage of students who reported receiving a Subsidized Stafford Loan increased by—19 percent. Despite the increase in the total number of graduates who reported receiving a Subsidized Stafford Loan, 2020 graduates reported receiving a decrease median Subsidized Stafford Loan amount of \$30,000, an decrease by \$10,000 or 25.0 percent from 2019.

Table 1.1: Nine percent of 2020 graduates reported receiving a Perkins Loan, an increase of 80.0 percent from 2019. The mean Perkins Loan amount reported by the 2020 graduates is \$25,813, an increase of 51.3 percent from 2019. The number of 2020 graduates reported receiving a Graduate PLUS loan increased from 2019 to 2020 by 29.9 percent—the mean Graduate PLUS loan amount reported was \$118,827, a decrease from 2019 by 1.6 percent or \$1,931.

Table 1.2: Forty-seven percent of 2020 graduates reported having a mean pre-medical education debt of \$51,230, a decrease of 2.1 percent compared to the mean pre-medical education debt of \$52,348 reported by 2019 graduates.

Table 2.1: In 2020, male graduates reported a mean osteopathic medical education debt of \$258,829, and female graduates reported a mean osteopathic medical education debt of \$257,337. The difference in the mean debt reported by male and female graduates is 0.6 percent or \$1,492. Ninety-two percent of males and 93 percent of females reported having osteopathic medical education debt—a increase from 2019 by 12.2 percent and 10.7 percent, respectively.

Table 2.2: A greater percentage of Black/African American and Hispanic/Latino graduates reported graduating with debt—99 percent and 95 percent respectively. Asian students continue to report having lower debt (91 percent) with a mean graduate debt of \$246,574. 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 2020 graduates is \$63,532. Sixty-one 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 \$67,815, with public COM graduates reporting \$48,583. Sixty-eight percent of public COM 2020 graduates reported receiving scholarships and grants, compared to 59 percent of private COM graduates—a difference of 14.2 percent. Data showing scholarships and grants by demographic factors are in Tables 8.1 – 9.6.

### **Satisfaction with Osteopathic Medical Education**

Table 11: Seventy-six percent of the 2020 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-eight percent of the 2020 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-six percent of the 2020 graduates reported that if starting medical education again, they would prefer to enroll in the same COM. In the past two years, a higher percentage of graduates continue to report that they would enroll in the same COM—46 percent in 2019 and 47 percent in 2018. Forty percent of graduates reported that they would prefer to enroll in an allopathic medical school. Tables 14 – 22 and 25 – 39 include more detailed information on student satisfaction with various elements of osteopathic medical education.

### **Graduate Osteopathic Medical Education and Primary Care Specialty Plans**

\*Table 40: Sixty percent of the 2020 graduates reported entering an ACGME residency without osteopathic recognition immediately after graduation—an increase of 17.7 percent from 2019. Graduates entering an ACGME residency with osteopathic recognition increased from 15 percent in 2019 to 27 percent in 2020.

Tables 54 & 56: Thirty-five 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 3.3 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 40 – 58 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.*

**If you have any questions, please contact AACOM Research Department at [research@aacom.org](mailto:research@aacom.org).**

**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>						
2019-2020	\$258,112	\$243,987	\$261,174	92%	95%	92%
2018-2019	\$256,562	\$236,333	\$260,854	83%	84%	82%
2017-2018	\$254,953	\$222,972	\$261,133	84%	87%	84%
<b>Unsubsidized Stafford or FFELP</b>						
2019-2020	\$166,281	\$166,159	\$166,308	91%	94%	90%
2018-2019	\$166,138	\$164,469	\$166,497	79%	80%	78%
2017-2018	\$165,923	\$163,656	\$166,367	81%	83%	81%
<b>Subsidized Stafford or FFELP</b>						
2019-2020	\$35,475	\$33,103	\$36,056	49%	61%	46%
2018-2019	\$38,240	\$34,307	\$39,169	30%	31%	30%
2017-2018	\$34,672	\$34,010	\$34,835	30%	37%	29%
<b>Graduate PLUS</b>						
2019-2020	\$118,827	\$103,603	\$121,905	87%	89%	87%
2018-2019	\$120,758	\$102,287	\$124,231	67%	62%	68%
2017-2018	\$112,117	\$82,662	\$116,749	70%	63%	71%
<b>Perkins</b>						
2019-2020	\$25,813	\$17,663	\$28,294	9%	15%	8%
2018-2019	\$17,058	\$17,668	\$16,854	5%	7%	5%
2017-2018	\$12,686	\$14,360	\$12,042	8%	14%	7%
<b>Loans for Disadvantaged Students (LDS)</b>						
2019-2020	\$44,352	\$31,042	\$57,663	2%	9%	1%
2018-2019	\$47,650	\$37,769	\$56,212	1%	3%	1%
2017-2018	\$32,477	\$40,154	\$28,864	1%	2%	1%
<b>Primary Care Loan (PCL)</b>						
2019-2020	\$137,311	\$45,834	\$151,384	4%	5%	4%
2018-2019	\$108,612	\$64,533	\$121,836	1%	1%	1%
2017-2018	\$119,143	\$31,717	\$148,286	2%	2%	1%
<b>Other State-Issued Loans</b>						
2019-2020	\$63,793	\$46,289	\$72,544	3%	8%	3%
2018-2019	\$51,812	\$19,506	\$64,066	2%	3%	2%
2017-2018	\$88,983	\$39,278	\$105,104	2%	3%	2%
<b>Osteopathic Association Loans</b>						
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%
2017-2018	\$9,485	\$11,667	\$8,939	1%	1%	1%
<b>Alternative Loans</b>						
2019-2020	\$114,296	\$40,475	\$130,701	5%	7%	5%
2018-2019	\$45,418	\$25,802	\$52,919	2%	3%	2%
2017-2018	\$48,369	\$60,155	\$45,422	2%	2%	2%
<b>Other</b>						
2019-2020	\$115,405	\$113,017	\$115,867	19%	23%	19%
2018-2019	\$92,479	\$101,072	\$90,734	7%	6%	7%
2017-2018	\$78,464	\$62,458	\$80,325	8%	5%	8%

\*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
<b>Total Osteopathic Medical Education Loans</b>					
2019-2020	\$275,000	\$253,094	\$280,000	421	1,942
2018-2019	\$265,297	\$235,000	\$273,183	542	2,554
2017-2018	\$265,000	\$222,448	\$273,024	536	2,774
<b>Unsubsidized Stafford or FFELP</b>					
2019-2020	\$181,030	\$179,944	\$181,999	394	1,765
2018-2019	\$179,778	\$177,556	\$180,000	500	2,330
2017-2018	\$179,777	\$176,044	\$179,777	502	2,562
<b>Subsidized Stafford or FFELP</b>					
2019-2020	\$30,000	\$23,902	\$31,431	102	416
2018-2019	\$40,000	\$25,000	\$40,000	154	652
2017-2018	\$23,538	\$22,993	\$25,000	175	711
<b>Graduate PLUS</b>					
2019-2020	\$106,121	\$98,631	\$109,393	292	1,444
2018-2019	\$104,904	\$87,052	\$114,600	351	1,867
2017-2018	\$100,000	\$68,973	\$105,992	334	2,124
<b>Perkins</b>					
2019-2020	\$14,125	\$6,127	\$18,500	14	46
2018-2019	\$7,900	\$10,000	\$7,530	29	87
2017-2018	\$8,000	\$12,000	\$5,000	60	156
<b>Loans for Disadvantaged Students (LDS)</b>					
2019-2020	\$43,584	\$27,500	\$50,500	8	8
2018-2019	\$40,000	\$30,000	\$60,000	13	15
2017-2018	\$30,000	\$33,000	\$10,000	8	17
<b>Primary Care Loan (PCL)</b>					
2019-2020	\$100,000	\$35,500	\$100,000	4	26
2018-2019	\$100,000	\$43,750	\$100,000	6	20
2017-2018	\$48,584	\$30,000	\$91,500	10	30
<b>Other State-Issued Loans</b>					
2019-2020	\$40,000	\$35,000	\$53,000	7	14
2018-2019	\$22,500	\$20,000	\$40,000	11	29
2017-2018	\$39,000	\$15,000	\$42,843	12	37
<b>Osteopathic Association Loans</b>					
2019-2020	\$25,000	\$8,000	\$26,500	1	6
2018-2019	\$29,000	\$2,000	\$40,000	1	9
2017-2018	\$4,000	\$15,000	\$3,000	3	12
<b>Alternative Loans</b>					
2019-2020	\$50,000	\$26,426	\$75,000	6	27
2018-2019	\$20,000	\$20,000	\$22,500	13	34
2017-2018	\$20,000	\$10,000	\$20,000	9	36
<b>Other</b>					
2019-2020	\$60,000	\$48,000	\$60,388	23	119
2018-2019	\$40,000	\$40,000	\$40,000	27	133
2017-2018	\$30,000	\$31,500	\$30,000	20	172

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

**Table I.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>						
2019-2020	\$51,230	\$50,282	\$51,443	47%	52%	47%
2018-2019	\$52,348	\$48,495	\$53,137	47%	50%	47%
2017-2018	\$49,386	\$47,117	\$49,800	48%	49%	48%
<b>At Entry, Loans Owing for Post-Bac Education<sup>†</sup></b>						
2019-2020	\$47,340	\$42,708	\$48,168	17%	15%	18%
2018-2019	\$52,607	\$47,957	\$53,349	34%	28%	36%
2017-2018	\$51,450	\$41,869	\$53,108	33%	31%	33%
<b>Reported Family Loans to be Repaid by Student</b>						
2019-2020	\$107,192	\$87,868	\$111,928	5%	6%	5%
2018-2019	\$109,168	\$100,861	\$110,959	6%	6%	6%
2017-2018	\$118,942	\$138,531	\$114,763	5%	6%	5%
<b>Reported Non-Educational Debt</b>						
2019-2020	\$25,205	\$23,518	\$25,537	37%	36%	37%
2018-2019	\$24,731	\$24,834	\$24,712	38%	36%	38%
2017-2018	\$24,717	\$20,490	\$25,498	38%	39%	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
<b>At Entry, Loans Owing for Undergraduate Education</b>					
2019-2020	\$31,355	\$30,000	\$32,000	296	1,317
2018-2019	\$30,000	\$30,000	\$30,000	380	1,856
2017-2018	\$30,000	\$30,000	\$30,000	348	1,909
<b>At Entry, Loans Owing for Post-Bac Education<sup>†</sup></b>					
2019-2020	\$40,000	\$40,000	\$40,000	85	475
2018-2019	\$40,000	\$40,000	\$40,000	105	658
2017-2018	\$40,000	\$35,000	\$40,000	108	624
<b>Reported Family Loans to be Repaid by Student</b>					
2019-2020	\$50,000	\$40,000	\$50,000	25	102
2018-2019	\$75,000	\$57,500	\$80,000	36	167
2017-2018	\$90,923	\$117,500	\$80,000	32	150
<b>Reported Non-Educational Debt</b>					
2019-2020	\$15,000	\$13,512	\$15,000	192	973
2018-2019	\$15,000	\$13,000	\$15,000	250	1,306
2017-2018	\$15,000	\$15,000	\$15,000	249	1,347

\*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**

<b>Gender</b>	<b>Debt<sup>‡</sup> Mean</b>	<b>Debt Median</b>	<b>% in Debt</b>	<b># of Students</b>
<b>Male</b>				
2019-2020	\$258,829	\$278,000	92%	1,203
2018-2019	\$260,673	\$270,466	82%	1,633
2017-2018	\$254,836	\$264,057	85%	1,793
<b>Female</b>				
2019-2020	\$257,337	\$272,527	93%	1,105
2018-2019	\$251,877	\$258,715	84%	1,393
2017-2018	\$254,059	\$265,588	85%	1,449

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

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

<b>Race/Ethnicity</b>	<b>Debt<sup>‡</sup> Mean</b>	<b>Debt Median</b>	<b>% in Debt</b>	<b># of Students</b>
<b>White</b>				
2019-2020	\$257,885	\$275,000	92%	1,569
2018-2019	\$258,364	\$270,000	85%	2,166
2017-2018	\$257,409	\$269,958	86%	2,296
<b>Asian</b>				
2019-2020	\$246,574	\$250,000	91%	438
2018-2019	\$227,654	\$229,921	74%	227
2017-2018	\$222,201	\$224,000	76%	245
<b>Hispanic/Latino</b>				
2019-2020	\$278,653	\$299,940	95%	149
2018-2019	\$283,431	\$299,946	84%	47
2017-2018	\$282,736	\$282,500	92%	55
<b>Black or African American</b>				
2019-2020	\$271,715	\$294,597	99%	70
2018-2019	\$293,894	\$304,908	92%	97
2017-2018	\$304,631	\$309,665	94%	88
<b>All Others*</b>				
2019-2020	\$283,660	\$300,000	95%	69
2018-2019	\$274,218	\$277,886	74%	23
2017-2018	\$247,998	\$243,050	89%	42

<sup>‡</sup>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**

<b>Marital Status</b>	<b>Debt<sup>‡</sup> Mean</b>	<b>Debt Median</b>	<b>% in Debt</b>	<b># of Students</b>
<b>Married/Cohabiting</b>				
2019-2020	\$262,627	\$284,318	91%	878
2018-2019	\$266,389	\$280,000	84%	1,102
2017-2018	\$259,847	\$275,688	88%	1,233
<b>Single</b>				
2019-2020	\$255,375	\$270,000	93%	1,459
2018-2019	\$251,307	\$259,451	82%	1,913
2017-2018	\$251,099	\$260,000	83%	1,995

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

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

<b>Financial Status</b>	<b>Debt<sup>‡</sup> Mean</b>	<b>Debt Median</b>	<b>% in Debt</b>	<b># of Students</b>
<b>Independent</b>				
2019-2020	\$272,347	\$289,236	95%	1,661
2018-2019	\$273,955	\$289,000	90%	2,080
2017-2018	\$271,005	\$285,000	91%	2,217
<b>Dependent</b>				
2019-2020	\$221,883	\$224,000	86%	650
2018-2019	\$217,539	\$215,500	69%	877
2017-2018	\$219,101	\$215,716	73%	950

‡Mean taken from responses greater than zero.

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

<b>Parental Income</b>	<b>Debt<sup>‡</sup> Mean</b>	<b>Debt Median</b>	<b>% in Debt</b>	<b># of Students</b>
<b>\$49,999 or less</b>				
2019-2020	\$278,823	\$300,000	95%	313
2018-2019	\$280,912	\$289,500	93%	438
2017-2018	\$269,416	\$280,000	93%	475
<b>\$50,000 - \$99,999</b>				
2019-2020	\$271,530	\$285,445	97%	690
2018-2019	\$268,691	\$284,748	91%	827
2017-2018	\$266,168	\$280,000	92%	917
<b>\$100,000 - \$199,999</b>				
2019-2020	\$251,391	\$271,088	94%	738
2018-2019	\$253,984	\$262,797	84%	895
2017-2018	\$253,825	\$265,000	88%	969
<b>\$200,000 or more</b>				
2019-2020	\$234,251	\$240,416	84%	480
2018-2019	\$230,612	\$234,164	71%	663
2017-2018	\$231,209	\$230,000	70%	674

‡Mean taken from responses greater than zero.

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

<b>Parental Education<sup>†</sup></b>	<b>Debt<sup>‡</sup> Mean</b>	<b>Debt Median</b>	<b>% in Debt</b>	<b># of Students</b>
<b>Graduate/Professional Degree</b>				
2019-2020	\$249,705	\$265,000	89%	1,104
2018-2019	\$248,059	\$254,000	78%	1,481
2017-2018	\$243,468	\$250,113	79%	1,579
<b>Bachelor's Degree</b>				
2019-2020	\$262,594	\$280,454	95%	677
2018-2019	\$257,919	\$267,322	87%	885
2017-2018	\$262,174	\$273,577	89%	892
<b>No College Degree</b>				
2019-2020	\$269,327	\$283,966	96%	553
2018-2019	\$273,956	\$288,826	89%	694
2017-2018	\$269,843	\$280,000	92%	800

†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
<b>\$49,999 or less</b>					
2019-2020	\$222,932	\$290,493	26%	95%	95%
2018-2019	\$226,087	\$292,973	26%	83%	95%
2017-2018	\$239,884	\$276,046	14%	89%	94%
<b>\$50,000 - \$99,999</b>					
2019-2020	\$255,471	\$277,016	8%	96%	97%
2018-2019	\$242,567	\$276,140	13%	84%	93%
2017-2018	\$234,210	\$277,721	17%	91%	93%
<b>\$100,000 - \$199,999</b>					
2019-2020	\$227,878	\$261,648	14%	91%	95%
2018-2019	\$220,987	\$273,489	21%	76%	89%
2017-2018	\$218,247	\$269,785	21%	83%	91%
<b>\$200,000 or more</b>					
2019-2020	\$193,844	\$264,524	31%	76%	92%
2018-2019	\$202,130	\$254,078	23%	57%	87%
2017-2018	\$203,227	\$255,583	23%	58%	85%

‡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
<b>\$49,999 or less</b>				
2019-2020	\$224,000	\$305,000	55	253
2018-2019	\$235,000	\$300,000	71	346
2017-2018	\$237,731	\$286,131	74	382
<b>\$50,000 - \$99,999</b>				
2019-2020	\$264,396	\$289,500	135	545
2018-2019	\$246,250	\$291,516	162	636
2017-2018	\$240,000	\$289,500	213	673
<b>\$100,000 - \$199,999</b>				
2019-2020	\$234,147	\$284,493	223	509
2018-2019	\$220,000	\$285,600	309	552
2017-2018	\$219,358	\$284,126	300	636
<b>\$200,000 or more</b>				
2019-2020	\$200,000	\$280,000	208	270
2018-2019	\$200,000	\$259,758	291	366
2017-2018	\$200,000	\$268,928	313	351

‡Mean taken from responses greater than zero.

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

Will Consolidate Debt	% Students	# of Students
2019-2020	40%	1,327
2018-2019	39%	1,737
2017-2018	40%	1,829
<b>Will Not Consolidate Debt</b>		
2019-2020	28%	955
2018-2019	27%	1,231
2017-2018	26%	1,174
<b>Undecided</b>		
2019-2020	32%	1,079
2018-2019	34%	1,526
2017-2018	34%	1,547
<b>Mean Years to Repay Debt</b>		
2019-2020	13	3,124
2018-2019	12	4,104
2017-2018	13	4,219

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

Will Participate	% Students	# of Students
2019-2020	52%	1,724
2018-2019	50%	2,210
2017-2018	55%	2,491
<b>Will Not Participate</b>		
2019-2020	48%	1,617
2018-2019	51%	2,256
2017-2018	45%	2,043

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

	<b>% Students</b>	<b># of Students</b>
<b>Hospital Program</b>		
2019-2020	35%	597
2018-2019	45%	962
2017-2018	46%	1,106
<b>Department of Education's Public Service Loan Forgiveness</b>		
2019-2020	80%	1,380
2018-2019	70%	1,498
2017-2018	70%	1,691
<b>State Loan Forgiveness Program</b>		
2019-2020	24%	407
2018-2019	31%	660
2017-2018	33%	796
<b>National Health Service Corps</b>		
2019-2020	8%	130
2018-2019	8%	181
2017-2018	9%	215
<b>Armed Services (Navy, Army, Air Force)</b>		
2019-2020	3%	48
2018-2019	3%	74
2017-2018	3%	80
<b>Indian Health Service Loan Repayment Program</b>		
2019-2020	2%	36
2018-2019	3%	53
2017-2018	3%	75
<b>National Institutes of Health Loan Repayment Program</b>		
2019-2020	6%	95
2018-2019	10%	216
2017-2018	11%	262
<b>Other Loan Forgiveness Programs</b>		
2019-2020	4%	61
2018-2019	4%	88
2017-2018	4%	98

**Table 7: Expected Net Income**

	<b>Mean</b>	<b>Median</b>	<b>Mode</b>
<b>One Year After Residency</b>			
2019-2020	\$215,404	\$200,000	\$200,000
2018-2019	\$219,620	\$200,000	\$200,000
2017-2018	\$200,634	\$200,000	\$200,000
<b>Five Years After Residency</b>			
2019-2020	\$283,775	\$250,000	\$300,000
2018-2019	\$289,810	\$250,000	\$300,000
2017-2018	\$265,017	\$250,000	\$250,000
<b>Ten Years After Residency</b>			
2019-2020	\$344,682	\$300,000	\$300,000
2018-2019	\$372,554	\$300,000	\$300,000
2017-2018	\$330,717	\$300,000	\$300,000

**Table 8.1: 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>						
2019-2020	\$63,532	\$48,583	\$67,815	61%	68%	59%
2018-2019	\$64,416	\$43,767	\$69,695	43%	49%	42%
2017-2018	\$67,266	\$50,383	\$70,970	43%	48%	42%
<b>National Health Service Corps (NHSC) Scholarship</b>						
2019-2020	\$156,244	\$132,750	\$160,942	3%	3%	3%
2018-2019	\$194,600	\$185,378	\$196,374	1%	1%	1%
2017-2018	\$165,555	\$171,713	\$164,907	2%	1%	2%
<b>Armed Forces Health Professions (AFHP) Scholarship</b>						
2019-2020	\$237,513	\$235,713	\$237,794	15%	12%	16%
2018-2019	\$250,336	\$229,503	\$252,678	8%	5%	9%
2017-2018	\$246,875	\$218,771	\$250,553	8%	6%	9%
<b>Post-9/11 GI Bill</b>						
2019-2020	\$55,402	\$43,009	\$59,316	3%	4%	3%
2018-2019	\$65,959	\$64,333	\$66,402	2%	2%	2%
2017-2018	\$56,040	\$88,714	\$49,110	2%	2%	2%
<b>Indian Health Service Scholarship</b>						
2019-2020	\$272,000	\$0	\$272,000	0%	0%	0.1%
2018-2019	\$264,000	\$264,000	\$0	0%	0.2%	0%
2017-2018	\$82,629	\$100,000	\$79,733	0%	0%	0%
<b>Department of Defense Tuition Assistance</b>						
2019-2020	\$25,000	\$0	\$25,000	0%	0%	0.1%
2018-2019	\$9,000	\$0	\$9,000	0%	0%	0.1%
2017-2018	\$59,250	\$0	\$59,250	0%	0%	0.2%
<b>Scholarships for Disadvantaged Students</b>						
2019-2020	\$25,120	\$24,032	\$26,140	4%	9%	2%
2018-2019	\$22,627	\$26,428	\$20,600	2%	4%	2%
2017-2018	\$20,946	\$25,264	\$19,461	2%	3%	2%
<b>State Government Scholarship/Grant</b>						
2019-2020	\$20,044	\$17,081	\$20,794	11%	12%	10%
2018-2019	\$28,392	\$17,354	\$32,684	4%	7%	4%
2017-2018	\$21,325	\$23,976	\$20,670	4%	5%	4%
<b>Award from Osteopathic Medical School</b>						
2019-2020	\$15,230	\$15,381	\$15,188	39%	44%	38%
2018-2019	\$18,013	\$15,636	\$18,663	24%	28%	23%
2017-2018	\$17,692	\$16,717	\$17,901	23%	25%	22%
<b>Tuition Waiver</b>						
2019-2020	\$62,354	\$74,665	\$52,975	4%	10%	3%
2018-2019	\$54,885	\$48,583	\$56,919	2%	2%	2%
2017-2018	\$62,849	\$79,217	\$55,985	2%	3%	2%
<b>Osteopathic Association</b>						
2019-2020	\$6,679	\$10,100	\$4,968	10%	17%	8%
2018-2019	\$13,296	\$9,563	\$14,622	4%	7%	4%
2017-2018	\$6,643	\$5,670	\$6,889	4%	5%	4%
<b>Other Sources</b>						
2019-2020	\$35,061	\$26,226	\$37,120	18%	19%	17%
2018-2019	\$16,782	\$16,730	\$16,800	10%	15%	9%
2017-2018	\$21,254	\$16,811	\$22,587	11%	15%	10%

\*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
<b>Total Scholarships/Grants</b>					
2019-2020	\$10,000	\$10,000	\$10,000	206	719
2018-2019	\$10,000	\$10,000	\$10,000	248	970
2017-2018	\$11,399	\$11,153	\$11,900	231	1,053
<b>National Health Service Corps (NHSC) Scholarship</b>					
2019-2020	\$147,874	\$113,000	\$147,874	4	20
2018-2019	\$196,011	\$180,000	\$198,006	5	26
2017-2018	\$179,973	\$163,426	\$180,000	4	38
<b>Armed Forces Health Professions (AFHP) Scholarship</b>					
2019-2020	\$240,000	\$225,000	\$240,000	20	128
2018-2019	\$250,000	\$250,000	\$250,000	19	169
2017-2018	\$250,000	\$216,883	\$250,000	25	191
<b>Post-9/11 GI Bill</b>					
2019-2020	\$40,000	\$37,500	\$50,000	6	19
2018-2019	\$60,000	\$35,000	\$64,000	9	33
2017-2018	\$42,206	\$70,000	\$40,000	7	33
<b>Indian Health Service Scholarship</b>					
2019-2020	\$272,000	\$0	\$272,000	0	1
2018-2019	\$264,000	\$264,000	\$0	1	0
2017-2018	\$40,000	\$100,000	\$35,000	1	6
<b>Department of Defense Tuition Assistance</b>					
2019-2020	\$25,000	\$0	\$25,000	0	1
2018-2019	\$9,000	\$0	\$9,000	0	1
2017-2018	\$6,000	\$0	\$6,000	0	4
<b>Scholarships for Disadvantaged Students</b>					
2019-2020	\$9,000	\$10,000	\$6,000	15	16
2018-2019	\$8,000	\$6,000	\$10,000	16	30
2017-2018	\$15,000	\$11,700	\$17,500	11	32
<b>State Government Scholarship/Grant</b>					
2019-2020	\$6,400	\$8,000	\$6,400	20	79
2018-2019	\$7,000	\$8,000	\$6,420	28	72
2017-2018	\$6,375	\$8,000	\$6,350	21	85
<b>Award from Osteopathic Medical School</b>					
2019-2020	\$6,000	\$5,000	\$6,000	97	347
2018-2019	\$5,200	\$6,000	\$5,000	129	472
2017-2018	\$5,000	\$4,000	\$5,000	106	494
<b>Tuition Waiver</b>					
2019-2020	\$50,000	\$64,000	\$50,000	16	21
2018-2019	\$49,000	\$47,532	\$50,000	10	31
2017-2018	\$50,000	\$85,444	\$50,000	13	31
<b>Osteopathic Association</b>					
2019-2020	\$2,500	\$2,750	\$2,000	30	60
2018-2019	\$3,000	\$2,500	\$3,250	27	76
2017-2018	\$2,000	\$4,000	\$2,000	21	83
<b>Other Sources</b>					
2019-2020	\$7,000	\$10,000	\$6,400	31	133
2018-2019	\$5,000	\$5,000	\$5,000	63	175
2017-2018	\$6,000	\$7,500	\$6,000	63	210

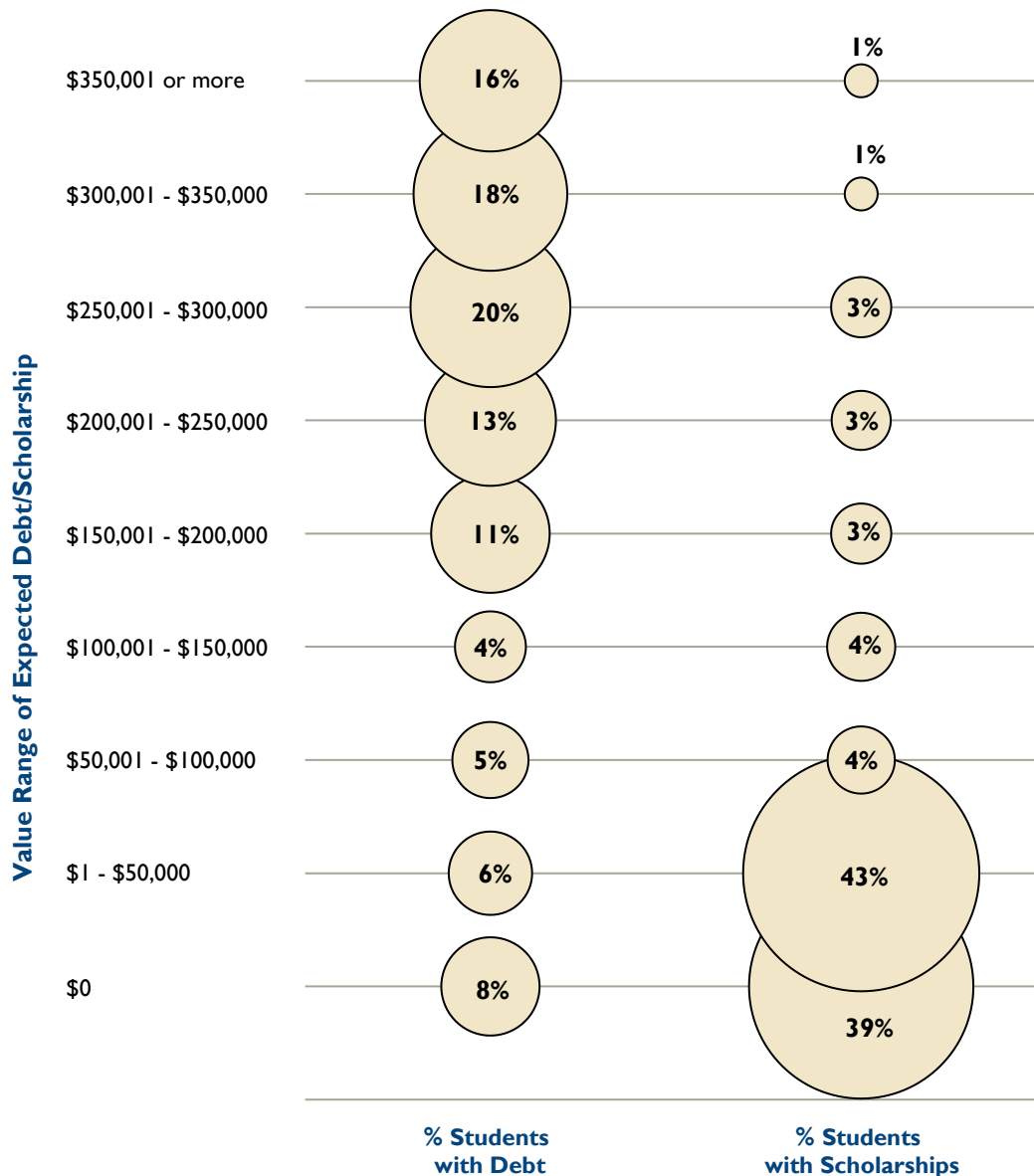
\*All award data are self-reported by survey respondents.

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

Source of Scholarship	Mean Award <sup>‡</sup>		Median Award		% Awarded	
	Public	Private	Public	Private	Public	Private
<b>Total Scholarships/Grants</b>						
2019-2020	\$48,583	\$67,815	\$10,000	\$10,000	68%	59%
2018-2019	\$43,767	\$69,695	\$10,000	\$10,000	49%	42%
2017-2018	\$50,383	\$70,970	\$11,153	\$11,900	48%	42%
<b>Non-AFHP/NHSC Scholarships</b>						
2019-2020	\$25,927	\$25,982	\$9,000	\$6,800	65%	54%
2018-2019	\$24,133	\$25,162	\$8,000	\$7,000	47%	36%
2017-2018	\$27,122	\$23,838	\$8,000	\$7,000	45%	36%

<sup>‡</sup>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
<b>Male</b>				
2019-2020	\$82,944	\$15,000	61%	467
2018-2019	\$70,365	\$10,000	42%	623
2017-2018	\$79,634	\$15,000	41%	650
<b>Female</b>				
2019-2020	\$42,941	\$8,000	61%	443
2018-2019	\$58,840	\$10,000	44%	574
2017-2018	\$52,994	\$10,000	45%	611

‡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
<b>Total Scholarships/Grants</b>						
2019-2020	\$82,944	\$42,941	\$15,000	\$8,000	61%	61%
2018-2019	\$70,365	\$58,840	\$10,000	\$10,000	42%	44%
2017-2018	\$79,634	\$52,994	\$15,000	\$10,000	41%	45%
<b>AFHP Scholarships</b>						
2019-2020	\$238,464	\$228,629	\$250,000	\$200,000	22%	8%
2018-2019	\$252,597	\$247,168	\$250,000	\$247,000	9%	6%
2017-2018	\$242,954	\$251,644	\$250,000	\$250,000	11%	6%
<b>Non-AFHP Scholarships</b>						
2019-2020	\$35,453	\$25,895	\$10,000	\$6,545	55%	59%
2018-2019	\$27,101	\$34,276	\$6,900	\$8,000	37%	41%
2017-2018	\$31,209	\$29,980	\$8,651	\$7,000	35%	42%

‡Mean taken from responses greater than zero.



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

Race/Ethnicity	Mean Award‡	Median Award	% Awarded	# of Students
<b>White</b>				
2019-2020	\$67,168	\$10,500	63%	673
2018-2019	\$67,207	\$10,000	46%	923
2017-2018	\$71,411	\$12,000	45%	935
<b>Asian</b>				
2019-2020	\$54,354	\$6,590	47%	113
2018-2019	\$16,762	\$4,750	29%	66
2017-2018	\$35,438	\$9,750	31%	75
<b>Hispanic/Latino</b>				
2019-2020	\$70,579	\$9,000	61%	59
2018-2019	\$98,717	\$50,400	40%	17
2017-2018	\$79,279	\$16,500	55%	28
<b>Black or African American</b>				
2019-2020	\$30,738	\$7,900	71%	34
2018-2019	\$62,051	\$20,000	49%	41
2017-2018	\$25,130	\$9,000	48%	39
<b>All Others*</b>				
2019-2020	\$40,648	\$6,600	64%	28
2018-2019	\$110,888	\$45,000	35%	8
2017-2018	\$73,058	\$43,000	46%	19

‡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
<b>Married/Cohabiting</b>				
2019-2020	\$78,328	\$20,000	64%	378
2018-2019	\$83,325	\$19,610	49%	487
2017-2018	\$79,918	\$21,181	47%	496
<b>Single</b>				
2019-2020	\$53,346	\$8,000	59%	538
2018-2019	\$51,827	\$8,000	39%	705
2017-2018	\$58,246	\$10,000	41%	765

‡Mean taken from responses greater than zero.

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

Financial Status	Mean Award‡	Median Award	% Awarded	# of Students
<b>Independent</b>				
2019-2020	\$74,044	\$12,000	66%	691
2018-2019	\$79,016	\$15,000	49%	857
2017-2018	\$81,285	\$18,500	48%	896
<b>Dependent</b>				
2019-2020	\$31,499	\$7,000	48%	216
2018-2019	\$26,706	\$6,000	33%	325
2017-2018	\$29,025	\$6,375	33%	340

‡Mean taken from responses greater than zero.

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

<b>Parental Income</b>	<b>Mean Award<sup>‡</sup></b>	<b>Median Award</b>	<b>% Awarded</b>	<b># of Students</b>
<b>\$49,999 or less</b>				
2019-2020	\$58,798	\$12,000	66%	129
2018-2019	\$54,698	\$12,000	44%	144
2017-2018	\$68,627	\$20,728	48%	192
<b>\$50,000 - \$99,999</b>				
2019-2020	\$61,241	\$10,000	64%	272
2018-2019	\$59,966	\$10,000	50%	352
2017-2018	\$74,742	\$12,000	45%	341
<b>\$100,000 - \$199,999</b>				
2019-2020	\$67,134	\$10,000	61%	277
2018-2019	\$71,288	\$9,000	43%	353
2017-2018	\$68,726	\$10,000	46%	391
<b>\$200,000 or more</b>				
2019-2020	\$65,156	\$10,000	58%	205
2018-2019	\$63,778	\$9,750	38%	278
2017-2018	\$60,307	\$7,500	35%	254

‡Mean taken from responses greater than zero.

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

<b>Parental Education<sup>†</sup></b>	<b>Mean Award<sup>‡</sup></b>	<b>Median Award</b>	<b>% Awarded</b>	<b># of Students</b>
<b>Graduate/Professional Degree</b>				
2019-2020	\$64,847	\$10,000	59%	434
2018-2019	\$63,151	\$10,000	41%	604
2017-2018	\$63,821	\$10,000	40%	602
<b>Bachelor's Degree</b>				
2019-2020	\$61,058	\$10,000	62%	255
2018-2019	\$66,002	\$10,000	44%	337
2017-2018	\$69,396	\$11,000	47%	363
<b>No College Degree</b>				
2019-2020	\$64,758	\$11,250	65%	232
2018-2019	\$66,301	\$10,000	45%	267
2017-2018	\$71,987	\$15,000	45%	312

†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
<b>Loans</b>			
2019-2020	74%	76%	74%
2018-2019	75%	75%	75%
2017-2018	76%	75%	76%
<b>Scholarships/Grants</b>			
2019-2020	7%	7%	7%
2018-2019	7%	6%	7%
2017-2018	7%	7%	7%
<b>Savings</b>			
2019-2020	2%	1%	2%
2018-2019	2%	2%	2%
2017-2018	2%	2%	2%
<b>Earnings</b>			
2019-2020	1%	1%	1%
2018-2019	1%	1%	1%
2017-2018	1%	1%	1%
<b>Parents</b>			
2019-2020	13%	12%	13%
2018-2019	13%	14%	13%
2017-2018	12%	13%	12%
<b>Relatives</b>			
2019-2020	1%	1%	1%
2018-2019	1%	1%	1%
2017-2018	1%	1%	1%
<b>Other</b>			
2019-2020	2%	2%	2%
2018-2019	1%	0%	1%
2017-2018	1%	1%	1%

**Table 11: Evaluation of Quality of Osteopathic Medical Training 2019-2020**

	Students					
	2019-2020		2018-2019		2017-2018	
	%	#	%	#	%	#
Very Satisfied	19%	775	19%	936	19%	932
Satisfied	57%	2,279	56%	2,789	57%	2,779
Neither Satisfied nor Dissatisfied	14%	553	15%	716	13%	636
Dissatisfied	8%	334	8%	407	8%	401
Very Dissatisfied	2%	95	2%	104	2%	111
Mean Satisfaction Rating*	3.8	4,036	3.8	4,952	3.8	4,859

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

**Table 12: Satisfaction Level with Osteopathic Medicine Career Selection 2019-2020**

	Students					
	2019-2020		2018-2019		2017-2018	
	%	#	%	#	%	#
Very Satisfied	35%	1,419	33%	1,640	34%	1,641
Satisfied	43%	1,716	44%	2,190	43%	2,108
Neither Satisfied nor Dissatisfied	15%	609	16%	784	16%	755
Dissatisfied	6%	235	5%	266	6%	284
Very Dissatisfied	1%	57	1%	66	1%	70
Mean Satisfaction Rating*	4.0	4,036	4.0	4,946	4.0	4,858

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

**Table 13: 2019-2020 Graduating Seniors, if Starting Over, Would Prefer to Enroll in:**

	Students					
	2019-2020		2018-2019		2017-2018	
	%	#	%	#	%	#
The osteopathic school from which you are about to graduate	46%	1,849	46%	2,251	47%	2,280
Another osteopathic medical school	11%	424	10%	487	10%	478
An allopathic medical school	40%	1,601	41%	2,016	39%	1,899
Would not have gone to medical school at all	4%	149	4%	190	4%	194

**Table 14: Diversity Valued by Osteopathic Medical School - Graduating Seniors 2019-2020**

	Students					
	2019-2020		2018-2019		2017-2018	
	%	#	%	#	%	#
Strongly Agree	29%	1,185	30%	1,469	30%	1,442
Agree	43%	1,729	43%	2,131	44%	2,152
Neither Agree nor Disagree	18%	705	18%	879	17%	826
Disagree	8%	303	7%	356	7%	318
Strongly Disagree	3%	112	2%	120	3%	124
Mean Agreement Rating*	3.9	4,034	3.9	4,955	3.9	4,862

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

**Table 15: 2019-2020 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	39%	50%	7%	4%	1%
Basic science courses were sufficiently integrated with one another	32%	48%	9%	8%	2%
Basic science courses were sufficiently integrated with clinical training	26%	43%	15%	12%	4%
Course objectives & examination content matched closely	28%	50%	13%	8%	3%
Coursework adequately prepared students for clerkships	25%	47%	16%	9%	4%
The first two years of medical school were well-organized	27%	43%	15%	10%	5%
Students were provided with timely feedback on performance	28%	48%	13%	8%	3%
There was adequate exposure to patient care during the first two years	19%	32%	16%	22%	11%
Osteopathic principles were adequately integrated into coursework	40%	46%	10%	3%	1%
An appropriate amount of training was provided in OMT	46%	39%	8%	5%	3%
There was adequate preparation for COMLEX Level I	26%	38%	14%	14%	9%

*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: 2019-2020 Graduating Seniors' Evaluation of Time Devoted to Various Areas of Instruction**

	Appropriate	Inadequate	Excessive
Basic medical science	86%	10%	5%
Behavioral science	83%	16%	2%
Biostatistics	64%	34%	2%
Bioterrorism	52%	47%	2%
Care of ambulatory patients	87%	9%	4%
Care of elderly (geriatrics)	76%	15%	9%
Care of hospitalized patients	80%	19%	1%
Care of patients with HIV/AIDS	66%	33%	1%
Clinical decision-making	85%	15%	1%
Clinical pharmacology	84%	13%	3%
Clinical science	90%	9%	1%
Cost-effective medical practice	51%	48%	1%
Diagnostic skills	89%	11%	1%
Drug and alcohol abuse	83%	15%	2%
Family/domestic violence	70%	29%	1%
Genetics	81%	16%	4%
Health promotion & disease prevention	88%	10%	2%
Human sexuality	65%	29%	6%
Independent learning & self-evaluation	81%	13%	6%
Infection control/health care setting	83%	16%	1%
Infectious disease prevention	86%	14%	1%
Integrative medicine	78%	18%	4%
Legal medicine	57%	41%	2%
Literature analysis skill	60%	39%	1%
Medical care cost control	50%	49%	1%
Medical ethics	80%	16%	5%
Medical record-keeping	64%	34%	1%
Medical socioeconomics	66%	33%	1%
Neuromusculoskeletal Medicine/OMT	73%	2%	25%
Nutrition	65%	33%	3%
Pain management	70%	28%	1%
Patient education	89%	10%	2%
Patient follow-up	87%	12%	1%
Patient interviewing skills	92%	3%	5%
Physician-patient relationship	93%	4%	3%
Practice management	61%	39%	0%
Primary care	83%	3%	14%
Public health & community medicine	81%	17%	2%
Rehabilitation	67%	33%	1%
Research techniques	53%	47%	1%
Role of medicine in community	85%	13%	1%
Screening for diseases	92%	7%	1%
Teamwork with other health professionals	85%	7%	8%
Therapeutic management	89%	10%	1%
Use of computers	87%	11%	2%
Utilization review & quality assurance	73%	27%	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: Percentage of Time Arranged/Set by COM for Required Clerkships, 2019-2020 Graduating Seniors**

	Students					
	2019-2020		2018-2019		2017-2018	
	%	#	%	#	%	#
10% or Fewer	4%	142	5%	252	6%	277
11% - 40%	5%	205	7%	364	8%	376
41% - 60%	18%	677	20%	1,006	20%	986
61% - 80%	18%	713	17%	850	18%	860
81% - 100%	55%	2,137	50%	2,465	49%	2,353

**Table 18: Percentage of Time Arranged/Set by COM for Elective/Selective Clerkships, 2019-2020 Graduating Seniors**

	Students					
	2019-2020		2018-2019		2017-2018	
	%	#	%	#	%	#
10% or Fewer	47%	1,820	51%	2,509	52%	2,494
11% - 40%	20%	777	17%	858	18%	857
41% - 60%	14%	532	13%	659	13%	618
61% - 80%	10%	372	9%	443	9%	420
81% - 100%	10%	372	9%	464	9%	457

**Table 19: Advance Notification of Required Clerkship Location, 2019-2020 Graduating Seniors**

	Students					
	2019-2020		2018-2019		2017-2018	
	%	#	%	#	%	#
Less than 1 Month	9%	342	11%	518	11%	508
1 to 3 Months	33%	1,291	35%	1,740	34%	1,661
3 Months or More	58%	2,233	54%	2,679	55%	2,681

**Table 20: Advance Notification of Elective Clerkship Location, 2019-2020 Graduating Seniors**

	Students					
	2019-2020		2018-2019		2017-2018	
	%	#	%	#	%	#
Less than 1 Month	12%	470	13%	628	12%	593
1 to 3 Months	57%	2,217	57%	2,829	58%	2,787
3 Months or More	31%	1,181	30%	1,480	30%	1,466

**Table 21: 2019-2020 Graduating Seniors' Evaluation of Clinical Education - Required Clerkships**

	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree
Clear goals and objectives were set	28%	51%	12%	7%	2%
Able to design own goals and objectives	21%	39%	21%	14%	4%
Clear performance objectives were set	23%	48%	17%	9%	3%
Clerkships were well-organized	20%	43%	22%	11%	5%
Rounds were conducted as scheduled	24%	51%	17%	6%	2%
Timely feedback was provided on performance	21%	49%	18%	9%	3%
Too large a role by residents in teaching and evaluation	11%	20%	28%	30%	11%
Appropriate diversity of patients and their health issues	33%	52%	9%	4%	2%
Appropriate number of inpatient experiences	32%	45%	10%	9%	5%
Each clerkship had an osteopathic orientation	9%	16%	25%	32%	18%
Osteopathic principles & practice (OPP) were well-integrated in each clerkship	9%	20%	28%	27%	16%
Appropriate technology usage for situation	30%	55%	11%	3%	1%
Able to work on a personal basis with patients	41%	51%	6%	1%	1%
Attending modeled excellent patient relationship skills	30%	52%	15%	2%	1%
Support staff was friendly and supportive	32%	51%	13%	3%	1%
Coverage hours were set and finished on time	24%	50%	17%	7%	2%
Was asked relevant and pertinent questions on patient diagnosis, treatment options, management, and follow-up care	32%	56%	10%	2%	1%
Felt free to ask questions	38%	51%	9%	2%	1%
The attending seemed interested in my opinions	25%	48%	20%	5%	2%
Personal concerns were addressed by the attending while on rotation	25%	47%	22%	5%	2%
Was treated with respect	33%	53%	11%	2%	1%
Able to discuss progress on rotation with attending	28%	52%	13%	4%	2%
Attending critically evaluated me during rotation	26%	52%	16%	5%	2%
Able to discuss the final rotation evaluation with the attending	21%	39%	21%	13%	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	20%	36%	24%	14%	5%
Lived a reasonable distance from rotation sites	31%	49%	12%	6%	3%
Rotations prepared me for examinations	21%	47%	18%	10%	4%
Testing was provided at end of each rotation	41%	50%	6%	2%	1%
Adequate preparation for COMLEX Level 2-CE	25%	47%	15%	8%	5%
Adequate preparation for COMLEX Level 2-PE	38%	47%	9%	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 22: 2019-2020 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	28%	53%	12%	5%	2%
Able to design own goals and objectives	30%	49%	13%	6%	2%
Clear performance objectives were set	27%	52%	14%	5%	1%
Clerkships were well-organized	27%	52%	14%	5%	2%
Rounds were conducted as scheduled	29%	54%	14%	2%	1%
Timely feedback was provided on performance	28%	53%	13%	4%	1%
Too large a role by residents in teaching and evaluation	14%	26%	26%	27%	7%
Appropriate diversity of patients and their health issues	38%	53%	8%	1%	1%
Appropriate number of inpatient experiences	38%	50%	8%	3%	2%
Each clerkship had an osteopathic orientation	13%	22%	24%	25%	16%
Osteopathic principles and practice (OPP) were well-integrated in each clerkship	11%	23%	28%	23%	15%
Appropriate technology usage for situation	35%	54%	9%	2%	1%
Able to work on a personal basis with patients	41%	51%	7%	1%	0%
Attending modeled excellent patient relationship skills	37%	52%	10%	1%	0%
Support staff was friendly and supportive	38%	52%	9%	1%	1%
Coverage hours were set and finished on time	31%	52%	13%	3%	1%
Was asked relevant and pertinent questions on patient diagnosis, treatment options, management, and follow-up care	37%	55%	7%	1%	0%
Felt free to ask questions	41%	51%	7%	1%	0%
Attending seemed interested in my opinions	33%	51%	13%	3%	1%
Personal concerns were addressed by the attending while on rotation	31%	49%	17%	3%	1%
Was treated with respect	39%	52%	7%	1%	1%
Able to discuss progress on rotation with attending	32%	53%	12%	3%	1%
Attending critically evaluated me during rotation	31%	53%	12%	2%	1%
Able to discuss the final rotation evaluation with the attending	28%	46%	16%	8%	3%
Attending based the evaluation on direct observation	31%	53%	12%	2%	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%	52%	12%	4%	2%
Rotations prepared me for examinations	26%	47%	22%	4%	1%
Testing was provided at end of each clerkship	22%	36%	23%	13%	6%
Adequate preparation for COMLEX Level 2-CE	24%	44%	25%	5%	3%
Adequate preparation for COMLEX Level 2-PE	29%	44%	22%	3%	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."

**Table 23: Graduating Seniors Who Applied To Elective MD Rotations through VSAS**

	2019-2020		<b>Students</b> 2018-2019		2017-2018	
	%	#	%	#	%	#
	Did Apply through VSAS	74%	2,773	74%	3,671	67%
Did Not Apply through VSAS	24%	898	25%	1,220	33%	1,581
Unsure	2%	63	1%	64	1%	31
Total	100%	3,734	100%	4,955	100%	4,857

**Table 24: Applications to Elective MD Rotations through VSAS**

	2019-2020		<b>Mean</b> 2018-2019		2017-2018	
	# of Elective Rotations	# of Students	# of Elective Rotations	# of Students	# of Elective Rotations	# of Students
	Number of Applications	18.4	2,691	17.4	3,630	15.6
Number of Acceptances	3.8	2,730	3.8	3,629	3.4	3,220
Number of Rotations Completed	2.4	2,732	2.6	3,624	2.3	3,214

**Table 25: 2019-2020 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	56%	38%	6%	0%	0%
General pediatric examination	26%	41%	28%	5%	0%
Well-baby examination	21%	31%	34%	13%	1%
Breast and pelvic examination	25%	35%	29%	10%	1%
Prostate and testicular examination	18%	32%	31%	15%	4%
Osteopathic structural examination	38%	37%	20%	5%	1%
Sports participation examination	34%	40%	19%	5%	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 26: 2019-2020 Graduating Seniors' Evaluation of Various Academic Services**

	Very Satisfied	Satisfied	Neither Satisfied Nor Dissatisfied	Dissatisfied	Strongly Dissatisfied
Academic counseling	17%	39%	21%	15%	8%
Accessibility to administration	20%	42%	20%	12%	7%
Awareness of student problems by administration	14%	33%	20%	20%	13%
Career counseling	13%	29%	27%	21%	11%
Computer resource center	22%	43%	28%	5%	3%
Disability insurance	11%	23%	58%	4%	4%
Electronic communication (e-mail, Internet/Intranet)	25%	52%	14%	6%	2%
Faculty mentoring	18%	34%	21%	17%	10%
Financial aid administration services	28%	42%	22%	6%	3%
Library	34%	46%	15%	4%	2%
Participation of students on key medical school committees	24%	46%	23%	5%	3%
Personal counseling	21%	36%	32%	7%	5%
Student health insurance	14%	29%	32%	14%	12%
Student health services	16%	36%	32%	9%	7%
Student relaxation space	15%	32%	29%	16%	9%
Student study space	21%	44%	15%	12%	7%
Tutorial help	17%	35%	40%	5%	3%

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 27: 2019-2020 Graduating Seniors' Evaluation of Training in Osteopathic Manipulative Treatment, Principles, and Practice**

	<b>Strongly Agree</b>	<b>Agree</b>	<b>Neither Agree Nor Disagree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
Well-prepared to diagnose structural problems	36%	51%	9%	3%	1%
Well-prepared to treat structural problems	32%	51%	11%	4%	1%
Well-prepared to document findings in a structural examination	34%	51%	11%	4%	1%
Had opportunity to practice OPP during first two years in medical school	54%	39%	5%	1%	1%
Had opportunity to practice OPP during in-hospital rotations	17%	31%	19%	24%	10%
Had opportunity to practice OPP during ambulatory primary care rotations	23%	48%	14%	10%	5%
Had opportunity to practice OPP during ambulatory non-primary care rotations	16%	28%	21%	26%	9%
Had osteopathic physician role models during the first two years in medical school	36%	46%	11%	5%	3%
Had osteopathic physician role models during required in-hospital rotations	18%	35%	18%	20%	9%
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	17%	35%	20%	20%	8%
Had osteopathic physician role models during selectives/electives	19%	40%	18%	15%	8%

*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 28: 2019-2020 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	30%	56%	10%	4%	1%
Can anticipate and identify hazards of hospitalization for older adults	31%	59%	8%	2%	1%
Can identify those medications that should be avoided or used with caution in older adults	28%	59%	10%	3%	1%
Can differentiate the clinical presentations of delirium, dementia, and depression in older adults	30%	57%	11%	2%	1%
Can assess a patient's self-care/functional capacity, e.g. ADLs & IADLs	26%	56%	13%	4%	1%
Can assess an older adult patient's fall risk, identify underlying causative factors, and make recommendations for further evaluation and initial management	26%	57%	12%	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%	58%	12%	3%	1%

**Table 29: 2019-2020 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.	67%	32%	0%	0%	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.	51%	49%	0%	0%	0%
Select and interpret common diagnostic and screening tests using evidence-based and cost-effective principles when approaching a patient in any setting.	45%	53%	1%	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.	27%	66%	3%	4%	0%
Provide accurate, focused and context-specific documentation of a clinical encounter in either written or electronic formats.	53%	46%	1%	0%	0%
Present a concise oral summary of a patient encounter to achieve a shared understanding of the patient's condition.	51%	48%	1%	1%	0%
Identify key clinical questions in caring for patients, identify information resources, and retrieve information and evidence that will be used to address those questions.	48%	51%	1%	0%	0%
Perform safe and effective transitions of responsibility for patient care from one health care team or practitioner to another.	39%	57%	2%	2%	0%
Participate as a contributing and integrated member of an interprofessional team and fully embrace the value of teamwork in patient care.	58%	40%	1%	0%	0%
Promptly recognize a patient who requires urgent or emergent care, initiate evaluation and treatment, and seek help.	51%	47%	1%	1%	0%
Obtain consent for tests and/or procedures for which I know the indications, contraindications, alternatives, risks and benefits.	44%	53%	2%	1%	0%
Understand systems, identify system failures, and intervene in systems to improve quality and safety in health care.	35%	61%	3%	2%	0%

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 30: 2019-2020 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	13%	52%	10%	19%	7%
Phlebotomy	16%	48%	11%	19%	6%
Bag-valve-mask (BVM) ventilation	35%	52%	5%	6%	2%
Cardiopulmonary (CPR)	36%	54%	4%	5%	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: 2019-2020 Graduating Seniors' Evaluation of School's Involvement in Clerkship Years**

	Students	
	%	#
Adequate Involvement	50%	1,924
Some, but Inadequate, Involvement	27%	1,048
Outstanding involvement	13%	515
Not Involved	7%	274

**Table 32: Type of School Involvement During Clerkship Years, 2019-2020 Graduating Seniors**

	Students	
	%	#
E-Mail	91%	3,354
COMLEX Level 2-PE Preparation	77%	2,817
Distance Learning	55%	2,009
COMLEX Level 2-CE Preparation	46%	1,682
Faculty Visits	41%	1,512
Newsletter	34%	1,253

**Table 33: Percentage of Time Devoted to Various Activities During Clerkship Years, 2019-2020 Graduating Seniors**

	Students' Time	
	%	#
Inpatient Care, Including Reading X-ray Films and Laboratory Work	48%	3,665
Outpatient Care	40%	3,665
Extended/Long-Term Care	5%	3,665
Research	3%	3,665
Other	3%	3,665



**Table 34: COMLEX-USA and USMLE Examinations - 2019-2020 Graduating Seniors**

COMLEX-USA	Students					
	2019-2020		2018-2019		2017-2018	
	%	#	%	#	%	#
Level 1 – Passed 1st Attempt	95%	3,540	96%	4,754	94%	4,568
Level 2-PE – Passed 1st Attempt	94%	3,476	94%	4,636	94%	4,562
Level 2-CE – Passed 1st Attempt	97%	3,610	96%	4,739	94%	4,539
<b>USMLE</b>						
Step 1 – Attempted Examination	57%	2,121	55%	2,725	51%	2,485
Step 1 – Passed 1st Attempt*	97%	2,062	97%	2,627	95%	2,354
Step 2 CK – Attempted Examination	50%	1,841	46%	2,292	40%	1,961
Step 2 CK – Passed 1st Attempt*	98%	1,803	98%	2,243	96%	1,868
Step 2 CS – Attempted Examination	2%	58	2%	104	2%	98
Step 2 CS – Passed 1st Attempt*	95%	55	96%	99	95%	92

\*Percentage of those attempting the respective examinations.

**Table 35: Interprofessional Medical Education Participation - Graduating Seniors 2019-2020**

	Students					
	2019-2020		2018-2019		2017-2018	
	%	#	%	#	%	#
Did Participate	83%	3,063	76%	3,732	72%	3,472
Did Not Participate	14%	500	19%	920	23%	1,117
Unsure	4%	145	6%	285	5%	261

**Table 36: Types of Interprofessional Medical Education - Graduating Seniors 2019-2020**

	Students Participating					
	2019-2020		2018-2019		2017-2018	
	%	#	%	#	%	#
Preclinical Education	81%	2,597	78%	3,066	71%	2,575
Pharmacy	76%	2,424	75%	2,890	69%	2,484
Nursing	73%	2,329	71%	2,737	72%	2,608
Clinical Education	70%	2,229	70%	2,742	73%	2,637
Physician Assistant	64%	2,044	62%	2,387	65%	2,347
MD Medicine	47%	1,518	47%	1,816	53%	1,891
Physical Therapy	45%	1,433	45%	1,745	46%	1,653
Social Work	38%	1,215	37%	1,452	38%	1,371
Occupational Therapy	31%	990	31%	1,186	32%	1,155
Dentistry	28%	881	27%	1,033	29%	1,039
Podiatry	24%	784	24%	933	24%	860
Psychology	21%	665	22%	850	22%	797
Public Health	14%	461	16%	631	18%	645
Veterinary Medicine	9%	281	8%	304	7%	262
Other	4%	111	4%	134	4%	136

**Table 37: Settings of Interprofessional Medical Education - Graduating Seniors 2019-2020**

	Students Participating					
	2019-2020		2018-2019		2017-2018	
	%	#	%	#	%	#
Active Engagement with Patients	62%	1,994	62%	2,439	66%	2,397
Patient-Centered Case Studies	61%	1,950	57%	2,248	55%	2,003
Lecture (Clinical Subject)	49%	1,560	50%	1,951	53%	1,922
Clinical Simulations	44%	1,406	38%	1,471	37%	1,349
Skills Training in Team Settings	37%	1,178	30%	1,183	32%	1,145
Lecture (Basic Science)	34%	1,091	36%	1,405	35%	1,286
Community Projects or Service Learning	23%	732	22%	852	23%	822
Other	3%	89	4%	139	2%	76

**Table 38: 2019-2020 Participating 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.	28%	47%	16%	6%	3%
I believe the learning experiences with other health professionals will contribute to/improve my performance as an osteopathic physician.	33%	44%	14%	6%	4%

**Table 39: 2019-2020 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	4%	46%	35%	12%	3%
During Required In-Hospital Rotations	1%	7%	26%	42%	24%
During Required Ambulatory Primary Care Rotations	6%	17%	34%	28%	15%
During Required Ambulatory Non-Primary Care Rotations	4%	13%	32%	32%	20%
During Selectives/Electives	1%	10%	27%	37%	26%

**Table 40: Immediate Post-Graduate Plans, Graduating Seniors‡**

	Students		Gender		Race-Ethnicity				
	%	#	Male	Female	White	Asian	Hispanic/ Latino	Black or African American	All Others*
<b>Osteopathic Residency</b>									
2019-2020	--	--	--	--	--	--	--	--	--
2018-2019	6%	267	6%	5%	5%	6%	9%	6%	7%
2017-2018	15%	720	15%	14%	14%	16%	14%	26%	21%
<b>AOA Traditional Rotating Internship</b>									
2019-2020	--	--	--	--	--	--	--	--	--
2018-2019	2%	119	3%	2%	2%	3%	3%	4%	0%
2017-2018	5%	218	5%	4%	4%	4%	4%	9%	9%
<b>ACGME Residency (Includes Transitional Year)</b>									
2019-2020	--	--	--	--	--	--	--	--	--
2018-2019	4%	181	5%	3%	4%	4%	0%	4%	2%
2017-2018	2%	92	3%	1%	2%	2%	0%	1%	0%
<b>ACGME transitional year with Osteopathic Recognition</b>									
2019-2020	3%	88	3%	2%	2%	2%	5%	5%	4%
2018-2019	--	--	--	--	--	--	--	--	--
2017-2018	--	--	--	--	--	--	--	--	--
<b>ACGME transitional year without Osteopathic Recognition</b>									
2019-2020	4%	150	5%	3%	4%	5%	5%	2%	7%
2018-2019	--	--	--	--	--	--	--	--	--
2017-2018	--	--	--	--	--	--	--	--	--
<b>Dual AOA/ACGME Residency w/ Osteopathic Recognition</b>									
2019-2020	--	--	--	--	--	--	--	--	--
2018-2019	10%	498	10%	11%	10%	12%	10%	10%	14%
2017-2018	12%	562	12%	12%	12%	10%	11%	13%	19%
<b>Dual AOA/ACGME Residency w/o Osteopathic Recognition</b>									
2019-2020	--	--	--	--	--	--	--	--	--
2018-2019	6%	295	6%	6%	6%	6%	10%	8%	7%
2017-2018	5%	259	6%	6%	5%	6%	7%	8%	4%
<b>ACGME Residency w/ Osteopathic Recognition</b>									
2019-2020	27%	956	27%	28%	28%	26%	29%	31%	24%
2018-2019	15%	720	15%	15%	15%	17%	12%	13%	11%
2017-2018	11%	520	10%	12%	11%	9%	11%	7%	11%
<b>ACGME Residency w/o Osteopathic Recognition</b>									
2019-2020	60%	2,131	56%	63%	59%	63%	54%	55%	61%
2018-2019	51%	2,517	49%	54%	52%	50%	49%	46%	50%
2017-2018	44%	2,106	42%	46%	44%	47%	45%	28%	32%
<b>Research or Other Non-Residency Activity</b>									
2019-2020	1%	33	1%	1%	1%	1%	0%	3%	1%
2018-2019	1%	46	1%	1%	1%	2%	1%	5%	2%
2017-2018	1%	57	1%	1%	1%	2%	1%	3%	2%
<b>Government, NHSC, Military, VA, etc.</b>									
2019-2020	--	--	--	--	--	--	--	--	--
2018-2019	4%	188	5%	3%	5%	0%	4%	1%	5%
2017-2018	4%	198	5%	3%	5%	1%	7%	2%	0%

**Table 40: Immediate Post-Graduate Plans, Graduating Seniors (Continued)‡**

	Students		Gender		Race-Ethnicity				
	%	#	Male	Female	White	Asian	Hispanic/ Latino	Black or African American	All Others*
<b>Governmental/military service residency with Osteopathic Recognition</b>									
2019-2020	2%	57	2%	1%	2%	1%	3%	2%	0%
2018-2019	--	--	--	--	--	--	--	--	--
2017-2018	--	--	--	--	--	--	--	--	--
<b>Governmental/military service residency without Osteopathic Recognition</b>									
2019-2020	2%	86	4%	2%	3%	1%	3%	0%	3%
2018-2019	--	--	--	--	--	--	--	--	--
2017-2018	--	--	--	--	--	--	--	--	--
<b>Undecided</b>									
2019-2020	1%	46	2%	1%	1%	2%	2%	2%	1%
2018-2019	1%	67	2%	1%	1%	2%	3%	4%	2%
2017-2018	2%	92	2%	2%	1%	3%	1%	5%	2%
<b>Total</b>									
2019-2020	100%	3,547	100%	100%	100%	100%	100%	100%	100%
2018-2019	100%	4,898	100%	100%	100%	100%	100%	100%	100%
2017-2018	100%	4,824	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 41: Reasons Given for Planning an Allopathic or Dual AOA/ACGME-Approved Residency\***

	Students					
	2019-2020‡		2018-2019		2017-2018	
	%	#	%	#	%	#
Opens more career opportunities	--	--	40%	2,327	50%	1,688
Located in more suitable geographic location(s)	--	--	53%	2,050	60%	2,030
Located in larger institutions	--	--	42%	1,631	50%	1,703
Believe better training and educational opportunities available	--	--	48%	1,866	58%	1,984
Desire specialty training not available in osteopathic program	--	--	12%	455	15%	514
Better chance of being accepted in program	--	--	15%	564	18%	602
Desired program has transitioned to ACGME-accreditation†	--	--	32%	1,259	--	--
Allows ABMS board certification	--	--	8%	294	11%	360
Higher pay	--	--	8%	303	10%	347
Shorter training period	--	--	4%	158	6%	193
Obligation	--	--	4%	148	5%	163
Other	--	--	10%	374	12%	402

\*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 42: Board Certification Plans - Graduating Seniors**

	Students		Gender		Race-Ethnicity					
	%	#	Male	Female	White	Asian	Hispanic/ Latino	Black or African American	All Others*	
<b>Osteopathic AOA Boards</b>										
2019-2020	32%	1,121	28%	37%	31%	33%	36%	43%	31%	
2018-2019	22%	1,060	20%	24%	22%	16%	33%	27%	25%	
2017-2018	25%	1,198	24%	27%	24%	22%	32%	37%	34%	
<b>Both AOA and ABMS Boards</b>										
2019-2020	18%	651	19%	18%	18%	20%	19%	18%	14%	
2018-2019	17%	851	18%	18%	16%	22%	17%	18%	18%	
2017-2018	19%	924	18%	21%	18%	23%	14%	25%	23%	
<b>Allopathic ABMS Boards</b>										
2019-2020	21%	731	24%	17%	21%	21%	16%	19%	28%	
2018-2019	29%	1,394	31%	25%	29%	33%	24%	26%	30%	
2017-2018	28%	1,327	31%	23%	28%	31%	32%	19%	17%	
<b>Other</b>										
2019-2020	0%	11	1%	0%	0%	0%	2%	0%	1%	
2018-2019	1%	44	1%	0%	1%	1%	3%	0%	0%	
2017-2018	1%	28	1%	0%	1%	0%	0%	0%	0%	
<b>Not Planning Board Certification</b>										
2019-2020	0%	2	0%	0%	0%	0%	0%	0%	0%	
2018-2019	0%	8	0%	0%	0%	0%	1%	0%	2%	
2017-2018	0%	6	0%	0%	0%	0%	0%	0%	0%	
<b>Undecided</b>										
2019-2020	29%	1,026	29%	29%	30%	26%	27%	20%	27%	
2018-2019	31%	1,524	30%	33%	32%	29%	22%	29%	25%	
2017-2018	28%	1,331	26%	30%	29%	24%	22%	19%	26%	
<b>Total</b>										
2019-2020	100%	3,542	100%	100%	100%	100%	100%	100%	100%	
2018-2019	100%	4,881	100%	100%	100%	100%	100%	100%	100%	
2017-2018	100%	4,814	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 43: Reasons Given for Taking ABMS (Allopathic) or Both Boards\***

	Students					
	2019-2020		2018-2019		2017-2018	
	%	#	%	#	%	#
ABMS board certification is more widely recognized	70%	973	71%	1,568	68%	1,513
ABMS board certification provides more opportunities	60%	828	61%	1,342	63%	1,393
ABMS board certification has more colleague acceptance	50%	691	48%	1,053	47%	1,039
Hospital privileges more readily obtained with ABMS board certification	37%	512	32%	707	31%	682
ABMS board certification carries more prestige	36%	491	35%	767	33%	730
Licenses more readily obtained with ABMS board certification	32%	437	29%	637	27%	597
It is a requirement of the residency program	28%	383	34%	755	36%	791
Personal desire for dual certification	27%	378	22%	492	23%	521
Other	8%	104	7%	144	6%	134

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

**Table 44: Long-Range Career Plans, Graduating Seniors**

	Students		Gender		Race-Ethnicity				
	%	#	Male	Female	White	Asian	Hispanic/ Latino	Black or African American	All Others*
<b>Group or Other Type of Private Practice</b>									
2019-2020	62%	2,176	59%	64%	63%	61%	59%	47%	63%
2018-2019	44%	2,109	46%	42%	46%	42%	40%	41%	41%
2017-2018	43%	2,017	44%	41%	45%	46%	43%	44%	32%
<b>Self-Employed, with or without a Partner</b>									
2019-2020	11%	372	12%	9%	11%	10%	9%	13%	5%
2018-2019	8%	363	9%	5%	7%	7%	7%	10%	5%
2017-2018	7%	318	8%	5%	7%	7%	8%	4%	9%
<b>Practice in an HMO</b>									
2019-2020	3%	90	2%	3%	2%	3%	2%	2%	5%
2018-2019	13%	608	11%	15%	13%	15%	12%	11%	18%
2017-2018	13%	623	13%	14%	14%	13%	14%	9%	9%
<b>Government, NHSC, Military, VA, etc.</b>									
2019-2020	5%	182	7%	4%	6%	4%	7%	5%	3%
2018-2019	5%	242	4%	6%	5%	2%	16%	11%	7%
2017-2018	6%	300	6%	7%	6%	3%	14%	9%	21%
<b>Other Professional Activity</b>									
2019-2020	7%	234	6%	8%	6%	8%	9%	12%	7%
2018-2019	8%	362	8%	8%	7%	10%	8%	7%	7%
2017-2018	8%	369	7%	8%	7%	8%	8%	7%	9%
<b>Undecided</b>									
2019-2020	14%	485	14%	13%	13%	14%	13%	21%	13%
2018-2019	24%	1,112	22%	25%	22%	23%	14%	27%	19%
2017-2018	23%	1,007	21%	24%	21%	24%	18%	25%	23%
<b>Total</b>									
2019-2020	100%	3,539	100%	100%	100%	100%	100%	100%	100%
2018-2019	100%	4,801	100%	100%	100%	100%	100%	100%	100%
2017-2018	100%	4,739	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 45: Plans to Work as a Hospitalist\***

	2019-2020 Students	
	%	#
Yes	23%	809
No	46%	1,642
Unsure	31%	1,090
Total	100%	3,541

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

**Table 46: Planned Patient Care as a Hospitalist\***

	2019-2020	
	Students	
	%	#
Full-time (at least 36 hours a week)	76%	617
Part-time (less than 36 hours a week)	16%	125
Unsure	8%	67
Total	100%	809

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

**Table 47: Planned Research Involvement as a Hospitalist\***

	2019-2020	
	Students	
	%	#
Involved in a limited way	55%	444
Significantly Involved	13%	105
Full-time	3%	22
Unsure	29%	238
Total	100%	809

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

**Table 48: Size of Location Planned for Practice After Residency**

	Students					
	2019-2020		2018-2019		2017-2018	
	%	#	%	#	%	#
Major Metropolitan Area (1,000,001 +)	17%	605	21%	1,020	20%	968
Metropolitan Area (500,001 - 1,000,000)	20%	697	20%	986	19%	916
City (100,001 - 500,000)	24%	841	23%	1,104	23%	1,085
City (50,001 - 100,000)	12%	410	11%	522	12%	585
City or Town (10,001 - 50,000)	11%	402	11%	523	11%	511
City or Town (2,501 - 10,000)	4%	126	3%	159	4%	173
Area 2,500 or less	1%	37	1%	27	1%	34
Undecided	11%	402	10%	501	11%	517
Total	100%	3,520	100%	4,842	100%	4,789

**Table 49: Plans to Practice in Underserved/Shortage Area**

	Students					
	2019-2020		2018-2019		2017-2018	
	%	#	%	#	%	#
Yes	40%	1,426	35%	1,688	36%	1,718
No	16%	558	16%	783	15%	715
Unsure	44%	1,547	49%	2,353	49%	2,337
Total	100%	3,531	100%	4,824	100%	4,770



**Table 50: Percentage of Students Who Plan to Practice in Underserved/Shortage Areas**

Gender	Students					
	2019-2020		2018-2019		2017-2018	
	%	#	%	#	%	#
Male	37%	666	32%	799	33%	832
Female	45%	700	39%	827	40%	827
<b>Race/Ethnicity</b>						
White	40%	862	34%	1,074	34%	1,078
Asian	39%	280	33%	128	34%	136
Hispanic/Latino	44%	99	55%	43	60%	44
Black or African American	80%	76	62%	87	63%	75
All Others*	38%	39	57%	25	53%	28
<b>Marital Status</b>						
Married/Cohabiting	43%	531	40%	641	39%	627
Single	40%	852	33%	967	35%	1,021
<b>Financial Status</b>						
Independent	44%	979	38%	1,086	39%	1,149
Dependent	35%	379	30%	465	30%	456
<b>Parental Income</b>						
\$49,999 and less	48%	213	45%	266	47%	299
\$50,000 - \$99,999	44%	396	37%	424	39%	472
\$100,000 - 199,999	41%	414	34%	450	35%	457
\$200,000 or more	35%	277	31%	358	30%	326
<b>Parental Education</b>						
Graduate/Professional Degree	40%	671	34%	796	34%	803
Bachelor's Degree	41%	376	35%	454	38%	463
No College Degree	43%	331	39%	394	40%	425

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

**Table 51: Plans to Practice in Underserved/Shortage Area by Type**

	Students					
	2019-2020		2018-2019		2017-2018	
	%	#	%	#	%	#
Inner-city	47%	662	42%	714	43%	738
Rural	45%	646	50%	847	49%	834
Other	8%	114	7%	123	8%	143
Total	100%	1,422	100%	1,684	100%	1,715

**Table 52: Percentage of Students Who Plan to Practice in Inner-city Underserved/Shortage Areas**

	Students					
	2019-2020		2018-2019		2017-2018	
<b>Gender</b>	%	#	%	#	%	#
Male	42%	281	38%	299	40%	329
Female	51%	353	47%	387	46%	378
<b>Race/Ethnicity</b>						
White	37%	317	33%	358	33%	359
Asian	65%	181	60%	77	69%	94
Hispanic/Latino	61%	60	44%	19	48%	21
Black or African American	71%	53	79%	69	75%	56
All Others*	56%	22	32%	8	25%	7
<b>Marital Status</b>						
Married/Cohabiting	38%	199	32%	204	32%	198
Single	52%	444	49%	471	50%	508
<b>Financial Status</b>						
Independent	44%	426	38%	412	40%	456
Dependent	54%	205	51%	238	50%	226
<b>Parental Income</b>						
\$49,999 and less	52%	110	46%	122	48%	142
\$50,000 - \$99,999	46%	180	38%	163	42%	198
\$100,000 - 199,999	45%	186	40%	180	40%	180
\$200,000 or more	46%	127	47%	169	45%	145
<b>Parental Education</b>						
Graduate/Professional Degree	47%	316	43%	341	45%	360
Bachelor's Degree	47%	174	43%	193	42%	194
No College Degree	46%	151	41%	160	40%	169

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

**Table 53: Percentage of Students Who Plan to Practice in Rural Underserved/Shortage Areas**

	Students					
	2019-2020		2018-2019		2017-2018	
Gender	%	#	%	#	%	#
Male	50%	335	53%	443	53%	440
Female	41%	284	46%	379	46%	379
<b>Race/Ethnicity</b>						
White	55%	474	59%	640	59%	638
Asian	25%	71	24%	39	24%	32
Hispanic/Latino	36%	15	46%	20	46%	20
Black or African American	20%	36	17%	15	17%	13
All Others*	39%	15	68%	16	68%	19
<b>Marital Status</b>						
Married/Cohabiting	55%	291	61%	390	61%	379
Single	39%	335	43%	427	43%	434
<b>Financial Status</b>						
Independent	48%	469	52%	591	52%	593
Dependent	38%	145	43%	195	43%	198
<b>Parental Income</b>						
\$49,999 and less	43%	91	47%	128	47%	140
\$50,000 - \$99,999	45%	176	51%	236	51%	241
\$100,000 - 199,999	48%	199	52%	237	52%	236
\$200,000 or more	44%	122	47%	159	47%	152
<b>Parental Education</b>						
Graduate/Professional Degree	42%	284	45%	396	45%	362
Bachelor's Degree	47%	174	50%	226	50%	229
No College Degree	50%	165	56%	210	56%	236

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

**Table 54: Planned Specialization - Graduating Seniors**

	Students					
	2019-2020		2018-2019		2017-2018	
	%	#	%	#	%	#
Family Medicine	23%	800	20%	984	21%	993
Internal Medicine, General	8%	299	8%	382	8%	380
Pediatrics, General	4%	148	4%	183	3%	157
Internal Medicine, Subspecialty	14%	492	15%	718	15%	715
Emergency Medicine	11%	403	12%	582	12%	556
Psychiatry and Subspecialties	6%	194	5%	266	5%	258
Pediatrics, Subspecialties	5%	161	5%	220	5%	217
Anesthesiology	5%	184	6%	277	5%	262
OB/GYN and Subspecialties	4%	135	4%	200	5%	231
Surgery, General	3%	90	3%	167	3%	166
Radiology and Subspecialties	3%	87	3%	148	3%	129
Orthopedic Surgery	2%	72	2%	116	2%	110
Neurology and Subspecialties	2%	80	2%	87	2%	85
Physical Medicine & Rehabilitation Med.	2%	81	2%	116	2%	113
Critical Care	2%	54	1%	56	2%	74
Surgery Subspecialties	1%	33	1%	45	1%	42
Sports Medicine	1%	35	1%	51	1%	69
Dermatology	1%	31	1%	49	1%	43
Pathology and Subspecialties	1%	43	1%	47	1%	51
Geriatrics Medicine	1%	17	0%	18	0%	14
Otolaryngology	1%	17	0%	19	0%	12
Ophthalmology/Reconstructive Surgery	0%	11	1%	25	0%	15
Plastic Surgery	0%	4	0%	13	0%	10
Preventive Medicine and Subspecialties	0%	7	0%	11	0%	8
Thoracic Surgery	0%	5	0%	3	0%	2
Osteopathic Neuromusculoskeletal Medicine	0%	7	0%	21	0%	13
Allergy and Immunology	0%	3	0%	4	0%	7
Urology/Urological Surgery	0%	10	0%	21	0%	19
Medical Genetics and Genomics	0%	3	0%	3	0%	2
Vascular Surgery	0%	2	0%	9	0%	6
Nuclear Medicine	0%	1	0%	0	0%	1
Proctology*	--	--	--	--	0%	1
Colon Rectal Surgery	0%	2	0%	2	0%	4
Undecided or Indefinite	1%	31	1%	39	1%	55
Total	100%	3,542	100%	4,882	100%	4,820

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

**Table 55: Primary Care Plans, Graduating Seniors**

	Students					
	2019-2020		2018-2019		2017-2018	
	%	#	%	#	%	#
Primary Care	35%	1,247	32%	1,549	32%	1,530
Non-Primary Care	64%	2,264	68%	3,294	67%	3,235
Undecided	1%	31	1%	39	1%	55
Total	100%	3,542	100%	4,882	100%	4,820

**Table 56: Percentage of Graduating Seniors Who Plan to Practice in Primary Care Specialties**

	Students					
	2019-2020		2018-2019		2017-2018	
	%	#	%	#	%	#
<b>Gender</b>						
Male	31%	547	27%	671	27%	687
Female	41%	637	37%	791	38%	781
<b>Ethnicity</b>						
White	34%	744	30%	953	30%	961
Asian	39%	280	33%	130	31%	125
Hispanic/Latinio	33%	74	43%	33	34%	25
Black or African American	39%	37	36%	51	36%	43
All Others*	30%	31	39%	17	36%	19
<b>Marital Status</b>						
Married/Cohabiting	38%	475	35%	573	34%	547
Single	34%	721	30%	876	31%	908
<b>Financial Status</b>						
Independent	36%	797	32%	925	32%	952
Dependent	33%	362	31%	477	31%	478
<b>Parental Income</b>						
\$49,999 or less	40%	177	37%	221	35%	225
\$50,000 - \$99,999	36%	326	32%	370	33%	402
\$100,000 - 199,999	35%	349	32%	431	32%	424
\$200,000 or more	32%	256	27%	314	28%	307
<b>Parental Education</b>						
Graduate/Professional Degree	33%	557	31%	742	29%	697
Bachelor's Degree	37%	335	33%	429	34%	423
No College Degree	39%	296	32%	320	35%	377
<b>Parental Profession</b>						
DO/MD†	32%	139	28%	172	26%	170
Non-DO/MD	28%	69	31%	112	27%	97

†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 57: Planned Specialty Choice Decision Factors****Mean Influence Rating\***

	2019-2020	2018-2019	2017-2018
Intellectual Content of the Specialty	3.3	3.3	3.3
Like Dealing with People	3.0	3.1	3.1
Skills/Abilities	3.0	3.1	3.1
Lifestyle	3.0	3.0	2.9
Role Models	2.7	2.9	2.9
Like the Emphasis on Technical Skills	2.6	2.6	2.7
Desire for Independence	2.6	2.6	2.6
Academic Environment	2.6	2.7	2.7
Previous Experience	2.4	2.4	2.4
Peer Influence	2.0	2.1	2.1
Prestige/Income Potential	1.9	2.0	2.0
Debt Level	1.8	2.0	1.9
Opportunity for Research/Creativity	1.8	1.9	1.9
Program has Osteopathic Recognition†	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 58: 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	3.3	3.3	3.4	3.3	3.3
Like Dealing with People	3.0	3.0	3.3	3.0	3.1
Skills/Abilities	3.0	3.0	3.2	3.1	3.0
Lifestyle	3.0	3.2	3.0	3.1	2.9
Role Models	2.7	2.6	2.7	2.7	2.7
Like the Emphasis on Technical Skills	2.6	2.8	2.4	2.7	2.4
Desire for Independence	2.6	2.7	2.8	2.7	2.5
Academic Environment	2.6	2.5	2.8	2.6	2.7
Previous Experience	2.4	2.4	2.5	2.5	2.4
Peer Influence	2.0	2.1	2.0	2.1	2.0
Prestige/Income Potential	1.9	2.3	1.8	2.1	1.6
Debt Level	1.8	2.2	1.7	2.0	1.6
Opportunity for Research/Creativity	1.8	2.1	2.0	1.8	1.8
Program has Osteopathic Recognition†	1.0	1.3	1.4	0.9	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: 2019-2020 Graduating Seniors Response Rate to the AACOM Graduating Seniors Survey**

Response Rate Range	Number of COMs		
	2019-2020	2018-2019	2017-2018
90% or more	12	21	22
75% - 89%	1	6	2
50% - 74%	10	3	4
25% - 49%	15	4	5
Less than 25%	3	5	4
Mean response rate for all COMs	59%	75%	77%

**Table A2: 2019-2020 Response Rate to Debt, Scholarship and Specialty Survey Questions**

	Response Rate
<b>Debt</b>	
Total Osteopathic Medical Education Loans	63%
Unsubsidized Stafford or FFELP	58%
Subsidized Stafford or FFELP	26%
Graduate PLUS	49%
Perkins	17%
Loans for Disadvantaged Students (LDS)	16%
Primary Care Loan (PCL)	16%
Other State-Issued Loans	16%
Osteopathic Association Loans	16%
Alternative Loans	16%
Other	18%
Family Loans to be Repaid by Student	68%
Non-Educational Debt	77%
At Entry, Loans Owing for Undergraduate Education	83%
At Entry, Loans Owing for Post-Bac Education	80%
<b>Scholarships/Grants</b>	
Total Scholarships/Grants	37%
National Health Service Corps Scholarship	22%
Armed Forces Health Professions Scholarship	24%
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	23%
Award from Osteopathic Medical School	28%
Tuition Waiver	21%
Osteopathic Association	22%
Other Sources	23%
<b>Specialty</b>	
Specialty Choice	87%