



2022-2023 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. This survey queries graduates on a variety of topics, compiling a comprehensive snapshot of students' self-reported debt and financing of medical education, educational experiences, and satisfaction with their medical education. Additionally, the survey asks students to outline their plans for graduate medical education (GME), specialty selection, and career.

This year, in addition to collecting our traditional survey responses from graduating seniors, students were asked to share their reflections on three crucial areas, "How empathy relates to OME", "How medical educators can promote mental health and well-being" and "How DO students experience bias in the Match process". AACOM intends to publish reports with the results from these three studies on the AACOM website and/or AACOM analytics.

The distribution of the 2022-2023 Graduating Seniors Survey was carried out by AACOM using Qualtrics, our survey software, with students' email addresses provided by AACOM's member COMs. These email addresses were used to create a distribution list for the direct administration of the survey to students, accessible from any device using their unique survey link. Students also had the flexibility to save and complete the survey at their convenience. 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 that 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 (such as name or email address) unless the student voluntarily provides it while completing the survey. Students completing the survey via this method of distribution still had the flexibility to save and complete the survey at their convenience.

A total of 4,146 expected 2023 graduates responded to the survey, representing 34 COMs and branch campuses. The 2023 "Osteopathic Medical School Graduate Placements in 2023 Match Report" had anticipated a graduate count of 7,859. Based on this total, the response rate for the Graduating Seniors Survey is approximately 53 percent. The "AACOM 2022-2023 Academic Year Graduating Seniors Survey Summary Report" is made available to the public, while COMs have access to their school's data dashboards within AACOM analytics.

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 2023 graduates is \$254,987—an increase of \$2,892 or 1 percent since 2022. Ninety percent of 2023 graduates reported having debt. The mean debt reported by public COM graduates is \$236,175 compared to private COM graduates at \$259,652—a difference of \$23,477 or 9.5 percent. Both public and private COM graduates experienced an increase in mean debt from 2022, with public COM graduates reporting a larger increase of 5.4% compared to 1.2% for private COM graduates.

Table 1.1—1.1a: Forty-nine percent of graduates reported receiving a Subsidized Stafford Loan. From 2022 to 2023, the percentage of students who reported receiving a Subsidized Stafford Loan increased by 14 percent. The overall median Subsidized Stafford Loan amount reported by 2023 graduates is \$25,000—an increase of \$1,247 or 5.2 percent from 2022.

Table 1.1: Eight percent of 2023 graduates reported receiving a Perkins Loan—an increase of 33.3 percent from 2022. The mean Perkins Loan amount reported by the 2023 graduates is \$18,943—an increase of \$2,198 or 13.1 percent from 2022. The number of 2023 graduates reported receiving a Graduate PLUS loan increased from 2022 to 2023 by 2.5 percent. The mean Graduate PLUS loan amount reported was \$136,074—an increase from 2022 by 4.3 percent or \$5,557.

Table 2.1: In 2023, male graduates reported a slightly higher mean osteopathic medical education debt of \$258,2490, compared to female graduates reported a mean osteopathic medical education debt of \$253,419. The difference in the mean debt reported by male and female graduates is 2.0 percent or \$5,071. Ninety percent of males and 89 percent of females reported having osteopathic medical education debt—an increase from 2022 by 1.1 percent for males and a 2.2 percent decrease for females.

Table 2.2: Compared to the overall student population, 97 percent of Black/African Americans reported graduating with debt. Ninety-one percent of both Hispanic/Latino and White graduates reported graduating with debt. Asian students continue to report lower debt (85 percent) with a mean graduate debt of \$232,122. 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 2023 graduates is \$71,478. Sixty-three percent of graduates reported receiving scholarship/grant awards. Public COM graduates reported receiving higher scholarships and grants totals compared to private COM graduates. Scholarships and grants reported by public COM graduates total \$54,723, with private COM graduates reporting \$76,255. Seventy percent of public COM 2023 graduates reported receiving scholarships and grants, compared to 61 percent of private COM graduates—a difference of 13.7 percent. Data showing scholarships and grants by demographic factors are in Tables 8.1 – 9.6.

Satisfaction with Osteopathic Medical Education

Table 11: Sixty-six percent of the 2023 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 2023 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.”

Graduate Osteopathic Medical Education and Primary Care Specialty Plans

Table 66: Sixty-four percent of the 2023 graduates reported entering an ACGME residency without osteopathic recognition immediately after graduation—an increase of 1.6 percent from 2022. Twenty-five percent reported entering an ACGME residency with osteopathic recognition—consistent from the previous year's reported total.

Tables 81 & 83: Fifty-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 3.0 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 “Prestige/Income Potential,” “Debt Level,” and “Program has Osteopathic Recognition.” Tables 66 – 84 display more complete information on specialty and practice plans.

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

Table I.I: 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						
2022-2023	\$254,987	\$236,175	\$259,652	90%	90%	90%
2021-2022	\$252,094	\$224,124	\$256,659	90%	91%	90%
2020-2021	\$257,335	\$241,588	\$259,995	91%	92%	90%
Unsubsidized Stafford or FFELP						
2022-2023	\$158,546	\$159,969	\$158,161	86%	88%	86%
2021-2022	\$157,926	\$155,764	\$158,309	86%	89%	85%
2020-2021	\$162,539	\$163,788	\$162,317	88%	90%	88%
Subsidized Stafford or FFELP						
2022-2023	\$33,420	\$34,606	\$33,074	49%	51%	49%
2021-2022	\$32,671	\$31,157	\$32,944	43%	43%	43%
2020-2021	\$33,306	\$37,415	\$32,615	45%	48%	45%
Graduate PLUS						
2022-2023	\$136,074	\$106,000	\$143,194	81%	81%	81%
2021-2022	\$130,517	\$105,503	\$133,892	79%	74%	80%
2020-2021	\$126,894	\$110,244	\$129,400	82%	80%	82%
Perkins						
2022-2023	\$18,943	\$13,215	\$20,128	8%	7%	9%
2021-2022	\$16,745	\$7,477	\$17,981	6%	5%	6%
2020-2021	\$20,526	\$20,964	\$20,426	8%	10%	8%
Loans for Disadvantaged Students (LDS)						
2022-2023	\$19,323	\$29,617	\$14,177	3%	5%	3%
2021-2022	\$52,339	\$90,224	\$61,005	2%	6%	3%
2020-2021	\$50,994	\$67,000	\$42,991	1%	2%	1%
Primary Care Loan (PCL)						
2022-2023	\$139,363	\$86,165	\$147,675	5%	3%	5%
2021-2022	\$123,517	\$90,224	\$132,880	3%	4%	3%
2020-2021	\$166,261	\$139,140	\$170,002	3%	3%	3%
Other State-Issued Loans						
2022-2023	\$79,932	\$17,792	\$106,221	5%	7%	4%
2021-2022	\$75,087	\$63,970	\$79,391	3%	6%	3%
2020-2021	\$87,696	\$39,267	\$103,839	3%	6%	3%
Osteopathic Association Loans						
2022-2023	\$3,238	\$337	\$4,109	2%	2%	2%
2021-2022	\$29,887	\$20,004	\$32,852	1%	1%	1%
2020-2021	\$21,358	\$0	\$21,358	0%	0%	0%
Alternative Loans						
2022-2023	\$101,662	\$81,841	\$106,483	6%	5%	6%
2021-2022	\$111,196	\$36,704	\$118,499	4%	2%	4%
2020-2021	\$105,778	\$15,000	\$116,253	3%	2%	3%
Other						
2022-2023	\$134,636	\$85,109	\$143,399	17%	14%	18%
2021-2022	\$145,762	\$79,770	\$151,313	16%	8%	17%
2020-2021	\$139,013	\$143,250	\$138,653	15%	8%	16%

*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					
2022-2023	\$274,000	\$250,000	\$280,000	453	1,827
2021-2022	\$268,751	\$233,794	\$272,736	456	2,794
2020-2021	\$274,000	\$248,762	\$278,110	379	2,244
Unsubsidized Stafford or FFELP					
2022-2023	\$176,413	\$176,277	\$176,439	409	1,510
2021-2022	\$179,868	\$175,334	\$180,000	424	2,394
2020-2021	\$181,999	\$178,912	\$182,118	355	2,002
Subsidized Stafford or FFELP					
2022-2023	\$25,000	\$32,000	\$24,127	137	470
2021-2022	\$23,753	\$20,000	\$24,650	119	659
2020-2021	\$23,179	\$42,842	\$22,972	90	535
Graduate PLUS					
2022-2023	\$122,395	\$87,636	\$132,783	312	1,318
2021-2022	\$119,853	\$96,699	\$120,000	271	2,008
2020-2021	\$115,373	\$100,000	\$120,000	244	1,621
Perkins					
2022-2023	\$4,657	\$4,350	\$4,876	12	58
2021-2022	\$4,544	\$1,150	\$5,000	10	75
2020-2021	\$5,000	\$5,500	\$5,000	15	66
Loans for Disadvantaged Students (LDS)					
2022-2023	\$3,000	\$12,000	\$76	9	18
2021-2022	\$45,174	\$52,174	\$13,001	12	12
2020-2021	\$40,000	\$60,000	\$27,500	3	6
Primary Care Loan (PCL)					
2022-2023	\$97,000	\$1,000	\$98,500	5	32
2021-2022	\$100,000	\$40,000	\$100,000	9	32
2020-2021	\$150,000	\$142,740	\$150,000	4	29
Other State-Issued Loans					
2022-2023	\$20,000	\$17,700	\$45,000	11	26
2021-2022	\$40,000	\$31,500	\$41,000	12	31
2020-2021	\$27,567	\$22,000	\$38,579	8	24
Osteopathic Association Loans					
2022-2023	\$6	\$11	\$6	3	10
2021-2022	\$1,000	\$10	\$11,750	3	10
2020-2021	\$10,000	\$0	\$10,000	0	4
Alternative Loans					
2022-2023	\$32,110	\$15,000	\$40,000	9	37
2021-2022	\$77,376	\$8,500	\$85,000	5	51
2020-2021	\$80,000	\$15,000	\$99,324	3	26
Other					
2022-2023	\$83,000	\$8,000	\$99,000	23	130
2021-2022	\$100,000	\$42,500	\$101,000	18	214
2020-2021	\$120,000	\$110,000	\$120,000	12	141

*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						
2022-2023	\$46,023	\$43,789	\$46,605	43%	47%	42%
2021-2022	\$47,284	\$43,034	\$47,922	41%	42%	41%
2020-2021	\$51,116	\$46,383	\$51,898	47%	50%	47%
At Entry, Loans Owing for Graduate Education†						
2022-2023	\$116,070	\$136,831	\$111,721	23%	21%	24%
2021-2022	\$99,147	\$98,578	\$99,205	23%	16%	24%
2020-2021	\$51,529	\$53,736	\$51,320	15%	10%	16%
Reported Family Loans to be Repaid by Student						
2022-2023	\$103,998	\$83,292	\$109,710	5%	5%	5%
2021-2022	\$107,408	\$80,722	\$111,268	5%	5%	5%
2020-2021	\$113,542	\$125,467	\$111,698	4%	4%	4%
Reported Non-Educational Debt						
2022-2023	\$29,771	\$32,435	\$29,134	38%	39%	38%
2021-2022	\$29,714	\$29,028	\$29,804	34%	30%	34%
2020-2021	\$30,486	\$28,011	\$30,881	33%	33%	33%

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

‡Mean taken from responses greater than zero.

† In 2021-2022, the Graduating Senior Survey was updated to collect undergraduate and graduate education debt separately.

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					
2022-2023	\$28,000	\$30,000	\$27,736	308	1,181
2021-2022	\$28,126	\$27,000	\$29,000	247	1,647
2020-2021	\$30,000	\$30,000	\$30,000	257	1,555
At Entry, Loans Owing for Graduate Education†					
2022-2023	\$57,000	\$80,000	\$52,500	137	654
2021-2022	\$50,000	\$53,000	\$50,000	94	928
2020-2021	\$40,000	\$36,915	\$40,000	46	486
Reported Family Loans to be Repaid by Student					
2022-2023	\$40,000	\$35,000	\$50,000	24	87
2021-2022	\$63,500	\$80,000	\$60,000	23	159
2020-2021	\$82,500	\$100,000	\$80,000	15	97
Reported Non-Educational Debt					
2022-2023	\$15,000	\$15,000	\$15,000	231	965
2021-2022	\$15,000	\$17,000	\$15,000	167	1,280
2020-2021	\$15,000	\$15,000	\$15,000	161	1,010

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

† In 2021-2022, the Graduating Senior Survey was updated to collect undergraduate and graduate education debt separately.

Table 2.1: Reported Debt and Gender

Gender	Debt[‡] Mean	Debt Median	% in Debt	# of Students
Male				
2022-2023	\$258,490	\$279,003	90%	1,090
2021-2022	\$255,208	\$270,575	89%	1,642
2020-2021	\$257,757	\$279,006	91%	1,369
Female				
2022-2023	\$253,419	\$271,047	89%	1,178
2021-2022	\$249,574	\$264,539	91%	1,588
2020-2021	\$257,157	\$270,000	90%	1,216

‡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				
2022-2023	\$260,788	\$280,000	91%	1,458
2021-2022	\$257,987	\$275,000	91%	2,009
2020-2021	\$263,192	\$279,000	91%	1,646
Asian				
2022-2023	\$232,122	\$240,000	85%	434
2021-2022	\$230,352	\$240,000	85%	642
2020-2021	\$234,048	\$250,000	88%	531
Hispanic/Latino				
2022-2023	\$262,257	\$294,751	90%	182
2021-2022	\$254,979	\$270,000	91%	290
2020-2021	\$254,239	\$280,000	93%	217
Black or African American				
2022-2023	\$300,722	\$312,706	97%	58
2021-2022	\$295,783	\$303,245	97%	104
2020-2021	\$295,353	\$314,824	95%	62
All Others*				
2022-2023	\$251,363	\$278,507	89%	84
2021-2022	\$243,526	\$252,658	90%	94
2020-2021	\$265,964	\$281,196	87%	72

‡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				
2022-2023	\$261,360	\$283,529	91%	793
2021-2022	\$263,233	\$280,000	91%	1,137
2020-2021	\$258,010	\$276,182	92%	974
Single				
2022-2023	\$253,037	\$270,000	89%	1,473
2021-2022	\$246,720	\$260,000	89%	2,085
2020-2021	\$256,445	\$271,958	90%	1,614

‡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				
2022-2023	\$274,246	\$295,226	94%	1,468
2021-2022	\$269,582	\$285,000	94%	2,159
2020-2021	\$270,399	\$289,000	95%	1,842
Dependent				
2022-2023	\$222,745	\$230,000	83%	793
2021-2022	\$218,295	\$224,000	83%	1,066
2020-2021	\$224,910	\$225,000	82%	736

‡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				
2022-2023	\$271,411	\$300,000	94%	266
2021-2022	\$267,713	\$282,420	95%	406
2020-2021	\$271,091	\$289,247	95%	349
\$50,000 - \$99,999				
2022-2023	\$275,359	\$298,700	93%	503
2021-2022	\$260,996	\$275,070	95%	851
2020-2021	\$266,273	\$280,000	94%	704
\$100,000 - \$199,999				
2022-2023	\$254,582	\$269,957	92%	718
2021-2022	\$254,578	\$270,576	92%	999
2020-2021	\$259,011	\$277,642	92%	767
\$200,000 or more				
2022-2023	\$236,604	\$250,000	83%	607
2021-2022	\$232,512	\$248,000	81%	729
2020-2021	\$235,855	\$249,000	83%	590

‡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				
2022-2023	\$250,154	\$260,000	87%	1,092
2021-2022	\$243,538	\$260,000	86%	1,536
2020-2021	\$248,544	\$260,267	88%	1,202
Bachelor's Degree				
2022-2023	\$253,225	\$276,000	91%	645
2021-2022	\$256,143	\$270,000	93%	951
2020-2021	\$261,590	\$278,674	93%	776
No College Degree				
2022-2023	\$273,554	\$293,250	95%	509
2021-2022	\$266,960	\$282,322	94%	723
2020-2021	\$267,941	\$284,097	94%	605

[†]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					
2022-2023	\$206,158	\$287,470	33%	94%	94%
2021-2022	\$227,859	\$278,347	20%	94%	95%
2020-2021	\$249,249	\$276,738	10%	90%	97%
\$50,000 - \$99,999					
2022-2023	\$239,016	\$288,158	19%	89%	95%
2021-2022	\$226,285	\$272,585	19%	90%	96%
2020-2021	\$240,736	\$273,752	13%	90%	95%
\$100,000 - \$199,999					
2022-2023	\$230,782	\$269,532	15%	88%	95%
2021-2022	\$225,703	\$271,564	18%	88%	94%
2020-2021	\$228,945	\$271,819	17%	85%	95%
\$200,000 or more					
2022-2023	\$209,552	\$261,846	22%	76%	91%
2021-2022	\$207,012	\$254,433	21%	73%	89%
2020-2021	\$206,102	\$255,259	21%	73%	92%

[‡]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				
2022-2023	\$200,000	\$308,592	49	216
2021-2022	\$244,840	\$300,000	80	325
2020-2021	\$250,232	\$299,000	76	271
\$50,000 - \$99,999				
2022-2023	\$250,000	\$300,000	131	372
2021-2022	\$224,000	\$285,446	213	638
2020-2021	\$245,384	\$286,298	161	542
\$100,000 - \$199,999				
2022-2023	\$240,000	\$289,000	277	441
2021-2022	\$240,000	\$289,000	370	629
2020-2021	\$237,799	\$289,500	227	536
\$200,000 or more				
2022-2023	\$220,000	\$280,000	293	314
2021-2022	\$208,181	\$270,620	337	392
2020-2021	\$200,000	\$281,166	236	353

‡Mean taken from responses greater than zero.

Table 4: Osteopathic Education Debt, Consolidation & Repayment Plans

Will Consolidate Debt	% Students	# of Students
2022-2023	39%	1,462
2021-2022	41%	1,944
2020-2021	39%	1,515
Will Not Consolidate Debt		
2022-2023	26%	959
2021-2022	28%	1,321
2020-2021	27%	1,063
Undecided		
2022-2023	35%	1,298
2021-2022	32%	1,508
2020-2021	34%	1,348
Mean Years to Repay Debt		
2022-2023	12	3,330
2021-2022	12	4,296
2020-2021	12	3,601

Table 5: Osteopathic Education Debt & Loan Forgiveness Participation Plans

	% Students	# of Students
Will Participate		
2022-2023	63%	2,336
2021-2022	60%	2,851
2020-2021	51%	1,995
Will Not Participate		
2022-2023	37%	1,380
2021-2022	40%	1,898
2020-2021	49%	1,903

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

	% Students	# of Students
Hospital Program		
2022-2023	31%	728
2021-2022	12%	292
2020-2021	23%	732
Department of Education's Public Service Loan Forgiveness		
2022-2023	71%	1,652
2021-2022	67%	1,576
2020-2021	60%	1,497
State Loan Forgiveness Program		
2022-2023	21%	482
2021-2022	6%	138
2020-2021	15%	516
National Health Service Corps		
2022-2023	4%	103
2021-2022	1%	14
2020-2021	4%	153
Armed Services (Navy, Army, Air Force)		
2022-2023	2%	57
2021-2022	0%	2
2020-2021	1%	50
Health Resources & Services Admin. Faculty Repayment Program*		
2022-2023	3%	68
2021-2022	0%	0
2020-2021	---	---
Indian Health Service Loan Repayment Program		
2022-2023	2%	39
2021-2022	0%	1
2020-2021	1%	40
National Institutes of Health Loan Repayment Program		
2022-2023	5%	114
2021-2022	0%	1
2020-2021	3%	107
Other Loan Forgiveness Programs		
2022-2023	6%	132
2021-2022	1%	28
2020-2021	3%	101

*In 2021-2022 additional loan forgiveness programs were included in the Graduations Seniors Survey.

Table 7: Expected Net Income

	Mean	Median	Mode
One Year After Residency			
2022-2023	\$231,230	\$250,000	\$250,000
2021-2022	\$219,116	\$220,000	\$200,000
2020-2021	\$219,914	\$200,000	\$200,000
Five Years After Residency			
2022-2023	\$315,075	\$300,000	\$300,000
2021-2022	\$299,333	\$300,000	\$300,000
2020-2021	\$297,489	\$275,000	\$300,000
Ten Years After Residency			
2022-2023	\$414,145	\$350,000	\$300,000
2021-2022	\$379,242	\$330,000	\$300,000
2020-2021	\$361,174	\$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						
2022-2023	\$71,478	\$54,723	\$76,255	63%	70%	61%
2021-2022	\$65,134	\$50,701	\$68,152	56%	65%	55%
2020-2021	\$63,221	\$36,544	\$68,959	58%	71%	56%
National Health Service Corps (NHSC) Scholarship						
2022-2023	\$176,315	\$64,000	\$192,360	3%	2%	3%
2021-2022	\$140,714	\$150,000	\$139,248	2%	2%	2%
2020-2021	\$169,771	\$101,500	\$181,150	1%	2%	1%
Armed Forces Health Professions (AFHP) Scholarship						
2022-2023	\$245,189	\$254,653	\$243,519	12%	10%	12%
2021-2022	\$233,560	\$218,784	\$235,470	12%	10%	12%
2020-2021	\$259,437	\$235,400	\$261,840	13%	9%	14%
Veterans Affairs Health Professionals Scholarship Program[§]						
2022-2023	\$239,708	\$350,000	\$231,830	6%	2%	7%
2021-2022	\$251,311	\$303,333	\$247,309	3%	2%	4%
2020-2021	---	---	---	---	---	---
Post-9/11 GI Bill						
2022-2023	\$92,222	\$98,813	\$91,059	3%	2%	3%
2021-2022	\$67,297	\$61,500	\$67,761	2%	1%	2%
2020-2021	\$83,450	\$25,000	\$86,526	2%	1%	2%
Indian Health Service Scholarship						
2022-2023	\$99,207	\$156,928	\$82,715	1%	1%	1%
2021-2022	\$111,169	\$172,333	\$50,004	0%	2%	0%
2020-2021	\$0	\$0	\$0	0%	0%	0%
Western Interstate Commission for Higher Education[§]						
2022-2023	\$44,551	\$0	\$44,551	1%	0%	1%
2021-2022	---	---	---	---	---	---
2020-2021	---	---	---	---	---	---
Department of Defense Tuition Assistance						
2022-2023	\$27	\$100	\$2	1%	1%	0.5%
2021-2022	\$75,378	\$0	\$75,378	0%	0%	0.4%
2020-2021	\$40,100	\$0	\$40,100	0%	0%	0.2%
Scholarships for Disadvantaged Students						
2022-2023	\$21,334	\$22,350	\$20,736	4%	7%	3%
2021-2022	\$13,998	\$29,571	\$7,185	2%	4%	1%
2020-2021	\$11,490	\$16,463	\$9,577	4%	8%	3%
State Government Scholarship/Grant						
2022-2023	\$14,325	\$6,074	\$16,560	8%	9%	8%
2021-2022	\$25,124	\$17,825	\$26,650	6%	7%	6%
2020-2021	\$23,527	\$12,021	\$26,310	8%	11%	7%
Award from Osteopathic Medical School						
2022-2023	\$21,126	\$22,059	\$20,806	41%	51%	39%
2021-2022	\$16,440	\$10,793	\$17,683	33%	40%	32%
2020-2021	\$17,478	\$13,419	\$18,478	40%	54%	37%
Tuition Waiver						
2022-2023	\$65,322	\$70,608	\$60,563	5%	12%	3%
2021-2022	\$48,642	\$91,191	\$35,779	4%	7%	4%
2020-2021	\$61,314	\$63,270	\$60,581	4%	9%	4%

Table 8.1: Mean Osteopathic Medical Education Scholarship/Grants (Continued)*

Source of Scholarship	Award [‡]			% Awarded		
	All Schools	Public	Private	All Schools	Public	Private
Osteopathic Association						
2022-2023	\$8,805	\$12,113	\$6,712	10%	19%	8%
2021-2022	\$7,148	\$9,897	\$6,048	7%	13%	6%
2020-2021	\$9,888	\$13,967	\$8,795	7%	11%	6%
Diversity/Minority Scholarship§						
2022-2023	\$16,316	\$13,909	\$17,297	5%	7%	4%
2021-2022	\$10,738	\$4,609	\$12,343	4%	6%	4%
2020-2021	---	---	---	---	---	---
Other Sources						
2022-2023	\$31,729	\$16,260	\$34,900	22%	21%	23%
2021-2022	\$24,178	\$20,163	\$25,322	18%	26%	17%
2020-2021	\$26,447	\$8,107	\$30,473	18%	25%	17%

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

‡Mean taken from responses greater than zero.

§In 2021-2022 and 2022-2023 additional scholarships/grants were included in the Graduating Senior Survey.

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					
2022-2023	\$12,000	\$14,000	\$11,463	195	684
2021-2022	\$10,000	\$10,000	\$10,000	203	971
2020-2021	\$10,000	\$8,000	\$10,000	171	795
National Health Service Corps (NHSC) Scholarship					
2022-2023	\$162,289	\$20,000	\$195,651	3	21
2021-2022	\$125,000	\$120,000	\$130,000	3	19
2020-2021	\$200,000	\$101,500	\$200,000	2	12
Armed Forces Health Professions (AFHP) Scholarship					
2022-2023	\$250,000	\$240,000	\$250,000	15	85
2021-2022	\$240,000	\$200,000	\$240,000	19	147
2020-2021	\$250,000	\$260,000	\$250,000	13	130
Veterans Affairs Health Professionals Scholarship Program§					
2022-2023	\$240,000	\$350,000	\$240,000	3	42
2021-2022	\$227,500	\$350,000	\$215,000	3	39
2020-2021	\$250,000	\$260,000	\$250,000	13	130
Post-9/11 GI Bill					
2022-2023	\$68,720	\$73,440	\$64,000	3	17
2021-2022	\$52,000	\$61,500	\$52,000	2	25
2020-2021	\$37,500	\$25,000	\$40,000	1	19
Indian Health Service Scholarship					
2022-2023	\$113,856	\$156,928	\$7,000	2	7
2021-2022	\$131,000	\$200,000	\$10	3	3
2020-2021	\$0	\$0	\$0	0	0
Western Interstate Commission for Higher Education§					
2022-2023	\$46,850	\$0	\$46,850	0	7
2021-2022	---	---	---	---	---
2020-2021	---	---	---	---	---

Table 8.1a: Median Osteopathic Medical Education Scholarship/Grants (Continued)*

Source of Scholarship	Award			# of Students	
	All Schools	Public	Private	Public	Private
Department of Defense Tuition Assistance					
2022-2023	\$3	\$100	\$1	1	1
2021-2022	\$755	\$0	\$755	0	4
2020-2021	\$40,100	\$0	\$40,100	0	2
Scholarships for Disadvantaged Students					
2022-2023	\$10,000	\$20,000	\$5,000	10	17
2021-2022	\$10,000	\$25,000	\$3,000	7	16
2020-2021	\$8,500	\$16,963	\$5,000	10	26
State Government Scholarship/Grant					
2022-2023	\$5,000	\$3,500	\$6,750	13	48
2021-2022	\$6,400	\$8,000	\$6,400	14	67
2020-2021	\$6,000	\$7,500	\$5,633	15	62
Award from Osteopathic Medical School					
2022-2023	\$8,000	\$9,500	\$8,000	107	311
2021-2022	\$5,000	\$4,000	\$5,000	96	436
2020-2021	\$6,000	\$5,000	\$6,000	101	410
Tuition Waiver					
2022-2023	\$53,500	\$49,638	\$53,500	18	20
2021-2022	\$43,500	\$84,000	\$20,000	13	43
2020-2021	\$52,900	\$48,000	\$54,000	12	32
Osteopathic Association					
2022-2023	\$3,000	\$4,000	\$3,000	31	49
2021-2022	\$2,500	\$2,750	\$2,000	26	65
2020-2021	\$3,000	\$5,000	\$2,763	15	56
Diversity/Minority Scholarship§					
2022-2023	\$3,250	\$3,500	\$3,000	11	27
2021-2022	\$3,500	\$25,000	\$3,000	11	42
2020-2021	\$250,000	\$260,000	\$250,000	13	130
Other Sources					
2022-2023	\$6,000	\$8,000	\$6,000	33	161
2021-2022	\$5,500	\$7,000	\$5,000	57	200
2020-2021	\$5,000	\$3,000	\$5,000	36	164

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

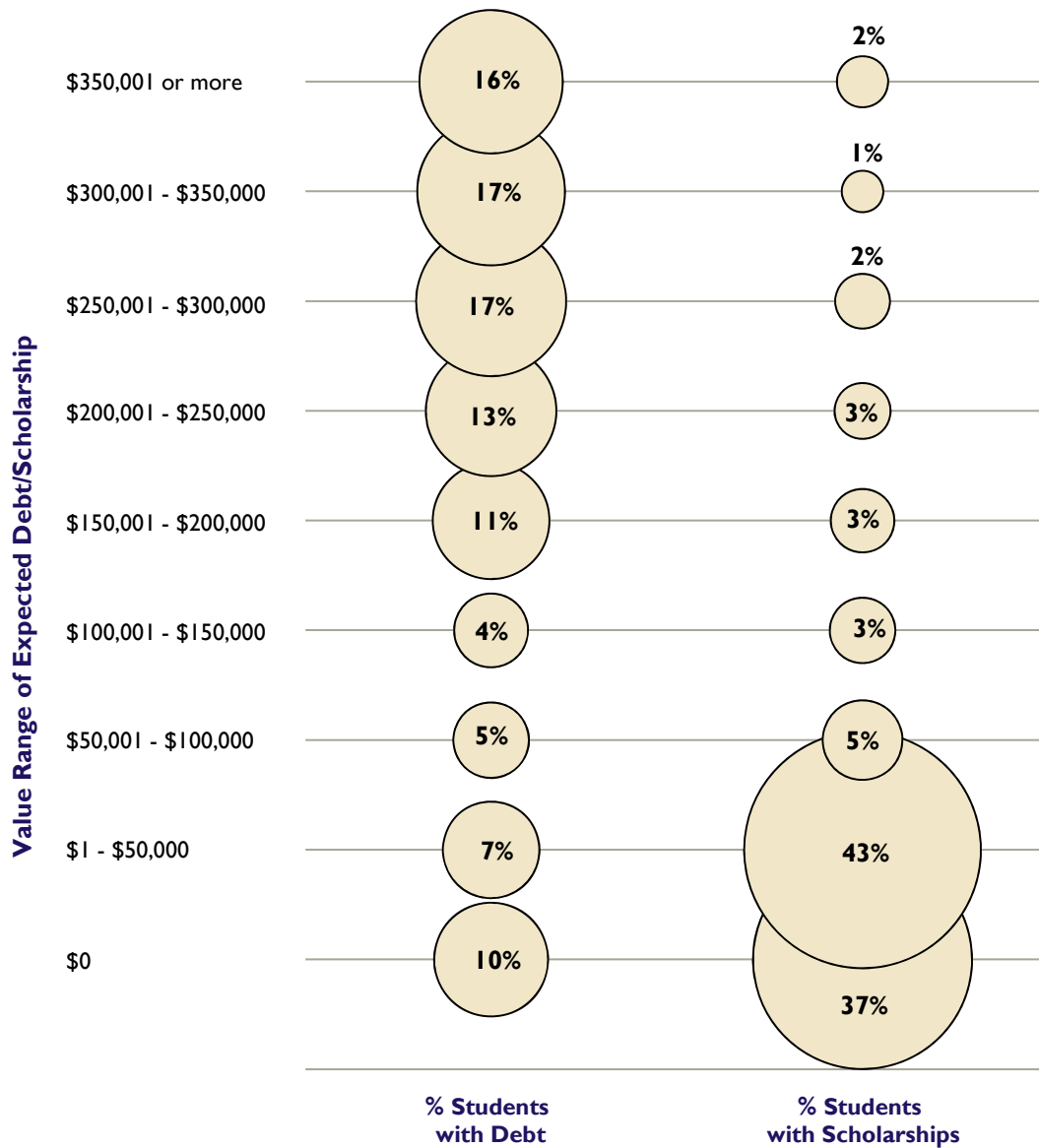
§In 2021-2022 and 2022-2023 additional scholarships/grants were included in the Graduating Senior Survey.

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						
2022-2023	\$54,723	\$76,255	\$14,000	\$11,463	70%	61%
2021-2022	\$50,701	\$68,152	\$10,000	\$10,000	65%	55%
2020-2021	\$36,544	\$68,959	\$8,000	\$10,000	71%	56%
Non-AFHP/NHSC Scholarships						
2022-2023	\$37,380	\$47,026	\$12,000	\$10,000	68%	58%
2021-2022	\$31,411	\$35,506	\$7,500	\$7,500	63%	50%
2020-2021	\$18,980	\$28,024	\$7,000	\$8,000	69%	51%

‡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 9.1: Scholarship Award and Gender

Gender	Mean Award‡	Median Award	% Awarded	# of Students
Male				
2022-2023	\$83,285	\$15,000	64%	392
2021-2022	\$75,757	\$12,000	55%	556
2020-2021	\$76,075	\$10,000	57%	459
Female				
2022-2023	\$62,487	\$10,500	62%	483
2021-2022	\$55,276	\$9,900	58%	614
2020-2021	\$51,550	\$10,000	60%	491

‡Mean taken from responses greater than zero.

Table 9.1a: Award and Gender

Source of Scholarship/Grant	Mean Award [‡]		Median Award		% Awarded	
	Male	Female	Male	Female	Male	Female
Total Scholarships/Grants						
2022-2023	\$83,285	\$62,487	\$15,000	\$10,500	64%	62%
2021-2022	\$75,757	\$55,276	\$12,000	\$9,900	55%	58%
2020-2021	\$76,075	\$51,550	\$10,000	\$10,000	57%	60%
AFHP Scholarships						
2022-2023	\$257,037	\$231,962	\$260,079	\$250,000	17%	8%
2021-2022	\$242,253	\$219,212	\$250,000	\$213,000	14%	10%
2020-2021	\$267,060	\$243,467	\$275,500	\$240,000	17%	9%
Non-AFHP Scholarships						
2022-2023	\$50,531	\$48,392	\$10,000	\$10,000	60%	60%
2021-2022	\$40,132	\$34,815	\$8,000	\$7,500	50%	55%
2020-2021	\$27,721	\$30,149	\$8,000	\$8,000	52%	57%

[‡]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				
2022-2023	\$72,303	\$12,690	65%	578
2021-2022	\$70,934	\$11,900	58%	756
2020-2021	\$70,028	\$12,000	60%	635
Asian				
2022-2023	\$48,892	\$6,500	49%	130
2021-2022	\$41,689	\$5,250	45%	184
2020-2021	\$37,178	\$6,000	49%	148
Hispanic/Latino				
2022-2023	\$98,732	\$16,850	64%	72
2021-2022	\$74,287	\$12,500	58%	106
2020-2021	\$68,706	\$10,000	61%	78
Black or African American				
2022-2023	\$61,158	\$19,000	70%	28
2021-2022	\$36,514	\$9,000	70%	53
2020-2021	\$35,763	\$10,244	71%	34
All Others*				
2022-2023	\$91,345	\$56,850	80%	48
2021-2022	\$73,735	\$12,500	59%	45
2020-2021	\$76,722	\$9,500	62%	34

[‡]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				
2022-2023	\$82,063	\$17,250	69%	354
2021-2022	\$78,473	\$16,810	65%	467
2020-2021	\$75,836	\$12,500	63%	385
Single				
2022-2023	\$64,959	\$10,664	59%	520
2021-2022	\$56,272	\$9,000	52%	698
2020-2021	\$54,654	\$8,900	56%	572

‡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				
2022-2023	\$83,722	\$16,000	72%	609
2021-2022	\$79,619	\$15,000	63%	836
2020-2021	\$71,256	\$11,000	62%	693
Dependent				
2022-2023	\$44,472	\$8,000	49%	260
2021-2022	\$28,265	\$5,760	45%	332
2020-2021	\$41,703	\$8,000	50%	253

‡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				
2022-2023	\$74,775	\$23,380	67%	100
2021-2022	\$71,192	\$10,750	61%	141
2020-2021	\$57,167	\$10,000	58%	117
\$50,000 - \$99,999				
2022-2023	\$72,734	\$12,018	69%	206
2021-2022	\$61,371	\$10,000	60%	338
2020-2021	\$55,798	\$10,000	62%	275
\$100,000 - \$199,999				
2022-2023	\$67,809	\$10,000	62%	271
2021-2022	\$60,188	\$10,000	58%	362
2020-2021	\$64,477	\$10,000	63%	294
\$200,000 or more				
2022-2023	\$72,657	\$11,250	58%	232
2021-2022	\$73,528	\$9,560	49%	252
2020-2021	\$71,742	\$10,000	52%	211

‡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				
2022-2023	\$75,823	\$12,000	59%	414
2021-2022	\$65,805	\$10,000	54%	571
2020-2021	\$65,902	\$10,000	57%	453
Bachelor's Degree				
2022-2023	\$73,793	\$12,000	66%	255
2021-2022	\$62,366	\$10,000	58%	332
2020-2021	\$61,249	\$10,000	58%	274
No College Degree				
2022-2023	\$62,939	\$12,000	68%	198
2021-2022	\$66,626	\$10,000	60%	262
2020-2021	\$60,581	\$10,000	63%	225

[†]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			
2022-2023	73%	75%	73%
2021-2022	75%	76%	75%
2020-2021	77%	79%	77%
Scholarships/Grants			
2022-2023	8%	7%	8%
2021-2022	7%	7%	7%
2020-2021	7%	6%	7%
Savings			
2022-2023	2%	2%	3%
2021-2022	2%	2%	3%
2020-2021	2%	2%	2%
Earnings			
2022-2023	1%	1%	1%
2021-2022	1%	2%	1%
2020-2021	1%	1%	1%
Parents			
2022-2023	12%	12%	13%
2021-2022	12%	11%	12%
2020-2021	11%	9%	11%
Relatives			
2022-2023	1%	1%	1%
2021-2022	1%	1%	1%
2020-2021	1%	1%	1%
Other			
2022-2023	2%	2%	2%
2021-2022	1%	1%	1%
2020-2021	1%	2%	1%

Table 11: Evaluation of Quality of Osteopathic Medical Training 2022-2023

	Students					
	2022-2023		2021-2022		2020-2021	
	%	#	%	#	%	#
Very Satisfied	15%	597	18%	957	17%	786
Satisfied	51%	2,008	56%	2,986	56%	2,585
Neither Satisfied nor Dissatisfied	20%	784	15%	806	16%	741
Dissatisfied	10%	394	9%	463	10%	440
Very Dissatisfied	4%	139	2%	122	2%	98
Mean Satisfaction Rating*	3.7	3,922	3.8	5,334	3.8	4,650

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

Table 12: Satisfaction Level with Osteopathic Medicine Career Selection 2022-2023

	Students					
	2022-2023		2021-2022		2020-2021	
	%	#	%	#	%	#
Very Satisfied	29%	1,147	33%	1,736	30%	1,395
Satisfied	42%	1,660	42%	2,261	42%	1,970
Neither Satisfied nor Dissatisfied	20%	798	17%	914	18%	818
Dissatisfied	6%	232	6%	329	8%	374
Very Dissatisfied	2%	90	2%	92	2%	94
Mean Satisfaction Rating*	3.9	3,927	4.0	5,332	3.9	4,651

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

Table 13: 2022-2023 Graduating Seniors, if Starting Over, Would Prefer to Enroll in:

	Students					
	2022-2023		2021-2022		2020-2021	
	%	#	%	#	%	#
The osteopathic school from which you are about to graduate	43%	1,682	43%	2,293	42%	1,955
Another osteopathic medical school	10%	375	10%	515	11%	494
An allopathic medical school	40%	1,559	42%	2,220	43%	1,992
Would not have gone to medical school at all	8%	295	5%	289	4%	196

Table 14: Diversity Valued by Osteopathic Medical School - Graduating Seniors 2022-2023

	Students					
	2022-2023		2021-2022		2020-2021	
	%	#	%	#	%	#
Strongly Agree	25%	960	27%	1,420	25%	1,139
Agree	41%	1,600	44%	2,333	42%	1,962
Neither Agree nor Disagree	21%	802	18%	979	20%	944
Disagree	10%	377	8%	425	9%	422
Strongly Disagree	5%	176	3%	171	4%	184
Mean Agreement Rating*	3.7	3,915	3.8	5,328	3.7	4,651

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

Table 15: 2022-2023 Graduating Seniors' Satisfaction with Overall Climate/Environment

	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree	Not Applicable
Able to openly express all identities	19%	37%	20%	9%	6%	9%
Able to connect with someone considered a trusted friend or at least one person who helped with struggles	42%	40%	10%	3%	3%	3%
School was respectful of individuals and groups with various cultural differences	23%	41%	21%	7%	6%	2%
Students were afforded equitable opportunities for success under the same set of standards	22%	41%	21%	7%	7%	2%
Safe and inclusive environment	23%	44%	20%	7%	5%	2%
A visible culture that supported students while on campus	21%	39%	22%	9%	6%	3%
A visible culture that supported students while off campus	17%	32%	27%	12%	9%	3%
Felt safe to raise concerns about discrimination	15%	30%	25%	9%	9%	12%
A process was in place that led to appropriate outcomes when discrimination concerns were raised	11%	25%	29%	7%	6%	23%
School valued and respected the unique attributes students brought to the learning environment	16%	39%	29%	6%	5%	4%
Students continued to receive support during clinical years	14%	34%	24%	13%	12%	2%
School promoted a culture of civility	18%	44%	24%	5%	6%	3%

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

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

Table 16: 2022-2023 Graduating Seniors' Wellbeing

	Strongly Agree	Agree	Slightly Agree	Neither Agree Nor Disagree	Slightly Disagree	Disagree	Strongly Disagree
I lead a purposeful and meaningful life	34%	43%	14%	7%	1%	1%	1%
My social relationships are supportive and rewarding	37%	41%	14%	6%	2%	1%	0%
I am engaged and interested in my daily activities	29%	42%	18%	7%	2%	1%	1%
I actively contribute to the happiness and well-being of others	31%	43%	17%	8%	1%	1%	0%
I am competent and capable in the activities that are important to me	33%	45%	14%	6%	1%	0%	0%
I am a good person and live a good life	36%	44%	12%	7%	1%	0%	0%
I am optimistic about my future	38%	40%	13%	6%	2%	1%	1%
People respect me	28%	45%	15%	10%	2%	1%	0%

Table 17: 2022-2023 Graduating Seniors' Resilience

	Always True	Often True	Sometimes True	Rarely True	Not at all True
I am able to adapt when changes occur.	35%	51%	13%	0%	0%
I can deal with whatever comes my way.	33%	50%	17%	1%	0%
I try to see the humorous side of things when I am faced with problems.	34%	41%	22%	3%	0%
Having to cope with stress can make me stronger.	31%	44%	23%	2%	1%
I tend to bounce back after illness, injury or other hardships.	35%	47%	17%	1%	0%
I believe I can achieve my goals, even if there are obstacles.	41%	46%	12%	0%	0%
Under pressure, I stay focused and think clearly.	26%	50%	22%	2%	0%
I am not easily discouraged by failure.	21%	40%	32%	6%	1%
I think of myself as a strong person when dealing with life's challenges and difficulties.	34%	45%	19%	2%	0%
I am able to handle unpleasant or painful feelings like sadness, fear and anger.	30%	47%	21%	2%	1%

Table 18: 2022-2023 Graduating Seniors' Purpose and Relevance

	Strongly Agree	Agree	Slightly Agree	Slightly Disagree	Disagree	Strongly Disagree
I think the clerkships are important.	62%	28%	8%	2%	0%	0%
What I am learning in my clerkships is useful to me currently.	56%	31%	10%	3%	1%	0%
What I am learning in my clerkships will be useful to me in the future.	58%	29%	10%	3%	0%	1%
I often connect what I learn in clerkships to patient care.	59%	29%	9%	2%	1%	0%
My preceptors or attendings believe that what I am learning in my clerkships is useful to me currently.	54%	34%	9%	2%	1%	0%
My preceptors or attendings believe that what I am learning in my clerkships is useful to me in the future.	54%	34%	10%	2%	1%	0%
The preceptors or attendings believe I often connect objectives/material to patient care.	52%	35%	10%	3%	0%	0%
The preceptors or attendings believe I find my clerkships interesting	50%	37%	10%	2%	0%	0%

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

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

Table 19: 2022-2023 Graduating Seniors' Sense of Belonging

	Strongly Agree	Agree	Slightly Agree	Slightly Disagree	Disagree	Strongly Disagree
When something bad happens, I feel that maybe I don't belong in medical school.	5%	13%	27%	14%	27%	15%
Sometimes I feel that I belong in medical school, and sometimes I feel that I don't belong in medical school.	9%	20%	29%	12%	17%	12%
I sometimes feel like other students on campus have stronger academic skills than me.	22%	31%	25%	9%	8%	5%
I belong at this medical school.	24%	41%	24%	7%	2%	1%
I feel like this medical school is a good fit for me.	20%	39%	25%	9%	5%	3%
I feel more academically prepared than other students at this medical school.	9%	20%	33%	24%	11%	4%
My faculty believes that I belong in medical school.	23%	42%	25%	6%	2%	1%

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

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

Table 20: 2022-2023 Graduating Seniors' Growth Mindset

	Strongly Agree	Agree	Slightly Agree	Slightly Disagree	Disagree	Strongly Disagree
You can learn new things, but you cannot really change your basic intelligence.	3%	10%	20%	21%	32%	15%
You have a certain amount of intelligence, and you really cannot do much to change it.	2%	6%	15%	21%	36%	20%
Your intelligence is something about you that you cannot change very much.	2%	6%	16%	20%	37%	20%
The faculty at my medical school seem to believe students have a certain intelligence level, and they really cannot do much to change it.	3%	7%	19%	24%	33%	14%
The faculty at my medical school seem to believe that students can learn new things, but they cannot really change their basic intelligence,	2%	8%	21%	23%	32%	14%
The faculty at my medical school seem to believe that students either "have it" or they don't.	5%	9%	19%	22%	30%	16%

Table 21: 2022-2023 Graduating Seniors' Evaluation of Pre-Clinical Training

	Strongly Agree	Agree	Slightly Agree	Slightly Disagree	Disagree	Strongly Disagree
I think my pre-clinical courses were important.	22%	44%	21%	8%	3%	2%
What I am learning in my pre-clinical courses is useful to me currently.	17%	39%	27%	9%	5%	2%
What I learned in my pre-clinical courses will be useful to me in the future.	18%	39%	27%	9%	5%	2%
I often connect what I learned in my pre-clinical courses to patient care.	18%	34%	30%	10%	6%	3%
My pre-clinical instructors believe that what I learned in my pre-clinical courses is useful to me currently.	32%	46%	17%	4%	1%	1%
My pre-clinical instructors believe that what I am learning in my clerkships is useful to me in the future.	37%	44%	15%	3%	1%	0%
My pre-clinical instructors believe I often connect those objectives/material to patient care.	27%	47%	20%	5%	1%	1%
The pre-clinical instructors believe I found my pre-clinical courses interesting.	22%	47%	23%	5%	2%	1%

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

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

Table 22: 2022-2023 Graduating Seniors' Evaluation of Mental Health Resources During Pre-Clinical Training

	Strongly Agree	Agree	Slightly Agree	Slightly Disagree	Disagree	Strongly Disagree	Not Applicable
Aware of how to get help for physical problems or illnesses.	10%	22%	20%	10%	19%	16%	5%
Sought care for physical problems or illnesses.	12%	25%	18%	9%	18%	15%	4%
There were helpful resources for physical problems or illnesses.	12%	30%	26%	13%	10%	6%	4%
There was a negative stigma associated with getting help for physical problems or illness.	8%	13%	17%	15%	27%	18%	2%
Aware of how to get help for mental or emotional health problems or illnesses.	23%	37%	23%	8%	5%	3%	1%
Sought help for mental or emotional health problems or illnesses.	12%	21%	15%	8%	19%	20%	5%
There were helpful resources for mental or emotional health problems or illnesses.	13%	26%	27%	12%	9%	7%	5%

Table 23: 2022-2023 Graduating Seniors' Evaluation of Mental Health Resources During Clinical Training

	Strongly Agree	Agree	Slightly Agree	Slightly Disagree	Disagree	Strongly Disagree	Not Applicable
Aware of how to get help for physical problems or illnesses during clinical training.	14%	32%	26%	11%	10%	5%	2%
Sought care for physical problems or illnesses.	21%	38%	23%	9%	6%	2%	1%
There were helpful resources for physical problems or illnesses.	11%	28%	27%	13%	10%	6%	6%
There was a negative stigma associated with getting help for physical problems or illness.	7%	13%	18%	15%	25%	20%	2%
Aware of how to get help for mental or emotional health problems or illnesses.	16%	36%	25%	9%	8%	4%	2%
Sought help for mental or emotional health problems or illnesses.	9%	20%	16%	9%	20%	19%	6%
There were helpful resources for mental or emotional health problems or illnesses.	11%	26%	26%	14%	10%	7%	6%
There was a negative stigma associated with getting help for mental or emotional health problems or illnesses.	9%	14%	20%	14%	24%	19%	2%

Table 24: 2022-2023 Graduating Seniors' Evaluation of Burnout

	Strongly Agree	Slightly Agree	Neutral	Slightly Disagree	Strongly Disagree
Events in my transition to medical school affect my life in an emotionally unhealthy way.	8%	21%	32%	19%	21%
I feel burned out from the transition to medical school.	6%	22%	27%	24%	21%
I feel fatigued when I get up in the morning and have to face another day transitioning to medical school.	5%	21%	29%	23%	23%
I feel frustrated by transition to medical school.	5%	16%	30%	24%	26%
I feel I am working too hard transitioning to medical school.	5%	13%	32%	25%	26%
Events in medical school affect my life in an emotionally unhealthy way.	12%	30%	26%	18%	14%
I feel burned out from medical school.	15%	33%	23%	16%	13%
I feel fatigued when I get up in the morning and have to face another day in medical school.	11%	29%	27%	18%	16%
I feel frustrated by medical school.	14%	28%	27%	17%	14%
I feel I am working too hard in medical school.	8%	19%	35%	23%	16%

Table 25: 2022-2023 Graduating Seniors' Evaluation of Emotions

	Always	Often	Sometimes	Rarely	Never
Trouble falling asleep	5%	20%	39%	25%	11%
Feeling tense or high strung	10%	32%	39%	15%	4%
Feeling irritable or angry	5%	19%	44%	26%	7%
Feeling down, depressed	5%	17%	42%	27%	10%
Feeling inferior to others	9%	20%	39%	23%	10%

Table 26: 2022-2023 Graduating Seniors' Self-Evaluation

	Very Likely	Most Likely	Somewhat Likely	Not Likely	Not at All
I finish whatever I begin	28%	46%	22%	3%	1%
Setbacks don't discourage me	16%	40%	34%	9%	1%
I am a hard worker.	57%	31%	12%	1%	0%
I am diligent.	50%	36%	13%	1%	0%

Table 27: 2022-2023 Graduating Seniors' Evaluation of Burnout Level

	Students 2022-2023	
	%	#
Occasionally I am under stress, and I don't always have as much energy as I once did, but I don't feel burned out.	56%	2,189
I am definitely burning out and have one or more symptoms of burnout, such as physical and emotional exhaustion.	28%	1,070
I enjoy my work. I have no symptoms of burnout.	11%	411
The symptoms of burnout that I'm experiencing won't go away. I think about frustration at work a lot.	4%	155
I feel completely burned out and often wonder if I can go on. I am at the point where I may need some changes or may need to	2%	63

Table 28: 2022-2023 Graduating Seniors' Evaluation of: Maybe I don't belong in medical school:

	Students 2022-2023	
	%	#
Never	19%	732
Rarely	31%	1,208
Sometimes	40%	1,550
Usually	8%	314
Always	2%	87

Table 29: 2022-2023 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	32%	49%	14%	4%	2%
Basic science courses were sufficiently integrated with one another	26%	48%	15%	8%	2%
Basic science courses were sufficiently integrated with clinical training	23%	45%	19%	10%	4%
Course objectives & examination content matched closely	24%	48%	18%	7%	3%
Coursework adequately prepared students for clerkships	20%	47%	20%	9%	4%
The first two years of medical school were well-organized	19%	40%	23%	13%	6%
Students were provided with timely feedback on performance	21%	46%	20%	9%	4%
There was adequate exposure to patient care during the first two years	21%	41%	19%	13%	6%
Osteopathic principles were adequately integrated into coursework	29%	52%	15%	2%	2%
An appropriate amount of training was provided in OMT	33%	45%	15%	5%	3%
There was adequate preparation for COMLEX Level I	22%	40%	18%	12%	8%

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

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

Table 30: 2022-2023 Graduating Seniors' Evaluation of Time Devoted to Various Areas of Instruction

	Appropriate	Inadequate	Excessive
Basic medical science	87%	7%	7%
Behavioral science	84%	14%	2%
Biostatistics	72%	24%	4%
Bioterrorism	62%	36%	3%
Care of ambulatory patients	86%	11%	3%
Care of elderly (geriatrics)	77%	18%	5%
Care of hospitalized patients	81%	18%	1%
Care of patients from diverse ethnic groups	68%	29%	3%
Care of patients with HIV/AIDS	68%	31%	2%
Care of patients from LGBTQI+ population	55%	39%	5%
Clinical decision-making	87%	12%	1%
Clinical pharmacology	88%	9%	3%
Clinical science	91%	7%	2%
Cost-effective medical practice	57%	42%	1%
Diagnostic skills	87%	12%	1%
Drug and alcohol abuse	81%	17%	1%
Family/domestic violence	68%	31%	1%
Genetics	83%	12%	5%
Health promotion & disease prevention	87%	11%	2%
Human sexuality	67%	30%	3%
Independent learning & self-evaluation	82%	14%	5%
Infection control/health care setting	88%	11%	1%
Infectious disease prevention	89%	10%	1%
Integrative medicine	79%	19%	2%
Legal medicine	57%	41%	2%
Literature analysis skill	68%	31%	2%
Medical care cost control	55%	44%	1%
Medical ethics	84%	13%	3%
Medical record-keeping	69%	30%	1%
Medical socioeconomics	74%	25%	2%
Neuromusculoskeletal Medicine/OMT	78%	5%	17%
Nutrition	65%	32%	3%
Pain management	70%	29%	1%
Patient education	87%	12%	1%
Patient follow-up	85%	14%	1%
Patient interviewing skills	91%	5%	4%
Physician-patient relationship	92%	6%	2%
Practice management	69%	30%	1%
Primary care	86%	6%	8%
Public health & community medicine	84%	14%	3%
Rehabilitation	66%	34%	1%
Research techniques	66%	32%	2%
Role of medicine in community	85%	14%	1%
Screening for diseases	92%	8%	1%
Teamwork with other health professionals	86%	9%	6%
Therapeutic management	90%	9%	1%
Use of computers	86%	13%	1%
Utilization review & quality improvement	78%	21%	1%

Light blue highlighted categories are those where $\leq 70\%$ are "Appropriate" or $\geq 10\%$ "Excessive."

Grey highlighted categories are those where $\geq 90\%$ are "Appropriate."

Table 31: 2022-2023 Graduating Seniors' Evaluation of Clinical Education - Required Clerkships

	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree
Clear goals and objectives were set	23%	52%	18%	6%	2%
Able to design own goals and objectives	17%	41%	25%	14%	4%
Clear performance objectives were set	21%	49%	19%	9%	3%
Clerkships were well-organized	17%	42%	22%	13%	6%
Rounds were conducted as scheduled	20%	51%	21%	7%	2%
Timely feedback was provided on performance	18%	49%	21%	9%	3%
Too large a role by residents in teaching and evaluation	10%	19%	28%	32%	11%
Appropriate diversity of patients and their health issues	27%	53%	15%	4%	1%
Appropriate number of inpatient experiences	27%	49%	13%	7%	4%
Each clerkship had an osteopathic orientation	14%	35%	22%	21%	8%
Osteopathic principles & practice (OPP) were well-integrated in at least one clerkship	22%	46%	18%	8%	5%
Appropriate technology usage for situation	27%	55%	15%	2%	1%
Able to work on a personal basis with patients	34%	52%	12%	1%	1%
Attending modeled excellent patient relationship/communication skills	27%	53%	16%	3%	1%
Support staff was friendly and supportive	26%	52%	17%	4%	1%
Coverage hours were set and finished on time	19%	47%	21%	10%	3%
Was asked relevant and pertinent questions on patient diagnosis, treatment options, management, and follow-up care	27%	56%	14%	3%	1%
Felt free to ask questions	28%	52%	15%	3%	1%
The attending seemed interested in my opinions	20%	48%	24%	6%	2%
Personal concerns were addressed by the attending while on rotation	20%	49%	24%	5%	2%
Was treated with respect	24%	53%	18%	3%	1%
Able to discuss progress on rotation with attending	23%	55%	17%	4%	1%
Attending critically evaluated me during rotation	22%	53%	20%	4%	1%
Able to discuss the final rotation evaluation with the attending	18%	44%	21%	13%	4%
Attending based the evaluation on direct observation	21%	53%	20%	5%	2%
Able to meet & discuss areas of concern with the attending outside of the clinical setting	17%	40%	26%	13%	4%
Lived a reasonable distance from rotation sites	22%	47%	17%	9%	5%
Rotations prepared me for examinations	18%	46%	22%	9%	4%
Testing was provided at end of each rotation	38%	49%	11%	1%	1%
Adequate preparation for COMLEX-USA Level 2-CE	21%	43%	19%	12%	6%
Adequate assessment of patient encounters	21%	46%	21%	7%	4%

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

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

Table 32: 2022-2023 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	24%	53%	16%	6%	2%
Able to design own goals and objectives	25%	50%	18%	6%	2%
Clear performance objectives were set	24%	50%	19%	6%	1%
Clerkships were well-organized	24%	49%	19%	6%	2%
Rounds were conducted as scheduled	24%	52%	19%	3%	1%
Timely feedback was provided on performance	24%	53%	17%	4%	1%
Too large a role by residents in teaching and evaluation	12%	25%	26%	28%	9%
Appropriate diversity of patients and their health issues	31%	54%	13%	2%	1%
Appropriate number of inpatient experiences	31%	52%	13%	3%	1%
Each clerkship had an osteopathic orientation	20%	40%	20%	14%	6%
Osteopathic principles and practice (OPP) were well-integrated in at least one clerkship	20%	41%	21%	11%	7%
Appropriate technology usage for situation	29%	55%	14%	2%	1%
Able to work on a personal basis with patients	34%	53%	12%	1%	1%
Attending modeled excellent patient relationship/communication skills	30%	54%	14%	1%	1%
Support staff was friendly and supportive	30%	54%	14%	2%	1%
Coverage hours were set and finished on time	25%	51%	18%	5%	1%
Was asked relevant and pertinent questions on patient diagnosis, treatment options, management, and follow-up care	30%	55%	13%	1%	1%
Felt free to ask questions	31%	53%	13%	2%	1%
Attending seemed interested in my opinions	27%	51%	17%	3%	1%
Personal concerns were addressed by the attending while on rotation	26%	51%	19%	3%	1%
Was treated with respect	30%	54%	14%	2%	1%
Able to discuss progress on rotation with attending	27%	54%	16%	3%	1%
Attending critically evaluated me during rotation	26%	54%	16%	2%	1%
Able to discuss the final rotation evaluation with the attending	24%	47%	18%	9%	3%
Attending based the evaluation on direct observation	27%	53%	17%	3%	1%
Able to meet and discuss areas of concern with the attending outside of the clinical setting	22%	45%	22%	8%	3%
Lived a reasonable distance from rotation sites	24%	49%	17%	6%	3%
Adequate preparation for COMLEX-USA Level 2-CE	21%	45%	21%	8%	4%

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

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

Table 33: Percentage of Time Arranged/Set by COM for Required Clerkships, 2022-2023 Graduating Seniors

	Students					
	2022-2023		2021-2022		2020-2021	
	%	#	%	#	%	#
10% or Fewer	3%	128	4%	219	4%	187
11% - 40%	6%	247	6%	286	6%	264
41% - 60%	23%	861	16%	834	17%	759
61% - 80%	19%	728	17%	881	17%	751
81% - 100%	49%	1,870	57%	2,984	56%	2,460

Table 34: Percentage of Time Arranged/Set by COM for Elective/Selective Clerkships, 2022-2023 Graduating Seniors

	Students					
	2022-2023		2021-2022		2020-2021	
	%	#	%	#	%	#
10% or Fewer	39%	1,488	44%	2,285	42%	1,850
11% - 40%	16%	600	18%	939	18%	814
41% - 60%	18%	669	14%	704	14%	615
61% - 80%	12%	470	12%	600	11%	468
81% - 100%	15%	587	13%	674	15%	676

Table 35: Advance Notification of Required Clerkship Location, 2022-2023 Graduating Seniors

	Students					
	2022-2023		2021-2022		2020-2021	
	%	#	%	#	%	#
Less than 1 Month	12%	448	13%	666	12%	522
1 to 3 Months	37%	1,403	35%	1,834	37%	1,648
3 Months or More	52%	1,986	52%	2,691	51%	2,245

Table 36: Advance Notification of Elective Clerkship Location, 2022-2023 Graduating Seniors

	Students					
	2022-2023		2021-2022		2020-2021	
	%	#	%	#	%	#
Less than 1 Month	11%	424	16%	813	19%	822
1 to 3 Months	58%	2,190	56%	2,903	59%	2,597
3 Months or More	31%	1,198	29%	1,484	23%	1,002

In 2022-2023 AACOM updated the Graduating Seniors Survey Visting Student Learning Opportunity questions to coincide with the new Experiences of Bias in Residency questions. Tables 24 through 33 report the new data collected from the VSLO Questions.

Table 37: Graduating Seniors Who Applied To VSLO Rotations

	2022-2023		Students 2021-2022		2020-2021	
	%	#	%	#	%	#
	Yes	92%	3,554	72%	3,682	66%
No	8%	298	25%	1,296	32%	1,370
Unsure	---	---	3%	155	2%	102
Total	100%	3,852	100%	5,133	100%	4,328

Table 38: Applications to VSLO Rotations

	2022-2023		Mean 2021-2022		2020-2021	
	# of Rotations	# of Students	# of Rotations	# of Students	# of Rotations	# of Students
	Number of Applications	18.5	3,032	20.4	3,642	17.8
Number of Acceptances	2.6	3,025	3.1	3,638	1.8	2,816
Number of Rotations Accepted/Attended	2.1	2,988	2.0	3,649	1.3	2,816
Number Interviewed for Residency	1.6	2,975	---	---	---	---

Table 39: Graduating Seniors Rotation Sites Accepted through VSLO Included in Rank Order List

	Students 2022-2023	
	%	#
	Yes	66%
No	34%	1,181
Total	100%	3,465

**Table 40: Graduating Seniors Rotation Sites Accepted through VSLO
Included in Top Three Position on Rank Order List**

	Students	
	2022-2023	
	%	#
Yes	49%	1,687
No	51%	1,767
Total	100%	3,454

**Table 41: Graduating Seniors Match to a Program at
Rotation Sites Arranged through VSLO**

	Students	
	2022-2023	
	%	#
Yes	20%	701
No	80%	2,755
Total	100%	3,456

Table 42: Graduating Seniors Who Applied To Visiting Student Rotations Outside of VSLO

	Students 2022-2023	
	%	#
Yes	66%	2,297
No	34%	1,184
Total	100%	3,481

Table 43: Applications to Visiting Student Rotations Applied Outside of VSLO

	Mean 2022-2023	
	# of Elective Rotations	# of Students
Number of Applications	3.8	2,144
Number of Acceptances	2.7	2,135
Number of Rotations Accepted/Attended	2.5	2,125
Number Interviewed for Residency	1.9	2,122

Table 44: Graduating Seniors Rotation Sites Accepted through VSLO Included in Rank Order List

	Students 2022-2023	
	%	#
Yes	86%	1,946
No	15%	331
Total	100%	2,277

Table 45: Graduating Seniors Rotation Sites Accepted through VSLO Included in Top Three Position on Rank Order List

	Students 2022-2023	
	%	#
Yes	57%	1,297
No	43%	977
Total	100%	2,274

Table 46: Graduating Seniors Match to a Program at Rotation Sites Arranged outside VSLO

	Students 2022-2023	
	%	#
Yes	33%	748
No	67%	1,524
Total	100%	2,272

Table 47: USMLE Score Provided for VSLO

	Students 2022-2023	
	%	#
Provided USMLE Score:		
Yes	58%	2,019
No	42%	1,452
Total	100%	3,471
USMLE Provided		
USMLE Step 1 score	49%	989
USMLE Step 2 CK score	2%	42
Both USMLE Step 1 & Step 2 CK Scores	49%	981
Total	100%	2,012

Table 48: VSLO Not Permitted Due to No USMLE Score

	Students 2022-2023	
	%	#
USMLE Score Requested:		
Yes	18%	350
No	83%	1,650
Total	100%	2,000
USMLE Score:		
USMLE Step 1 score	60%	210
USMLE Step 2 CK score	2%	8
Both USMLE Step 1 & Step 2 CK Scores	38%	131
Total	100%	349

Table 49: Higher Fee Paid for VSLO than MD students

	Students	
	2022-2023	
	%	#
Yes	19%	637
No	82%	2,815
Total	100%	3,452

Table 50: Not Permitted to VSLO Rotation Due to DO Degree

	Students	
	2022-2023	
	%	#
Yes	21%	728
No	79%	2,719
Total	100%	3,447

Table 51: 2022-2023 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	53%	35%	12%	1%	0%
General pediatric examination	31%	38%	26%	5%	1%
Well-baby examination	24%	31%	32%	12%	1%
Breast and pelvic examination	20%	31%	32%	14%	3%
Prostate and testicular examination	12%	25%	35%	20%	8%
Osteopathic structural examination	30%	34%	27%	7%	2%
Sports participation examination	27%	36%	27%	6%	4%

Light blue highlighted categories are those where $\leq 70\%$ are "Completely Confident" + "Mostly Confident."

Grey highlighted categories are those where $\geq 90\%$ are "Completely Confident" + "Mostly Confident."

Table 52: 2022-2023 Graduating Seniors' Evaluation of Various Academic Services

	Very Satisfied	Satisfied	Neither Satisfied Nor Dissatisfied	Dissatisfied	Strongly Dissatisfied
Academic counseling	12%	37%	28%	16%	8%
Accessibility to administration	12%	36%	29%	15%	8%
Awareness of student problems by administration	9%	30%	27%	21%	13%
Career counseling	11%	33%	30%	17%	10%
Computer resource center	18%	42%	31%	6%	3%
Disability insurance	7%	23%	61%	6%	4%
Electronic communication (e-mail, Internet/Intranet)	15%	50%	24%	7%	3%
Faculty mentoring	12%	36%	28%	17%	8%
Financial aid administration services	15%	41%	32%	8%	4%
Library	20%	44%	29%	5%	3%
Participation of students on key medical school committees	13%	42%	37%	6%	3%
Personal counseling	12%	33%	40%	10%	6%
Student health insurance	8%	29%	37%	15%	12%
Student health services	9%	33%	39%	12%	8%
Student relaxation space	9%	32%	37%	14%	8%
Student study space	13%	44%	27%	11%	5%
Research or Scholarly activity involvement	8%	31%	39%	15%	7%
Tutorial help	10%	32%	46%	8%	5%

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

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

Table 53: 2022-2023 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	23%	50%	21%	5%	2%
Well-prepared to treat structural problems	21%	49%	22%	6%	2%
Well-prepared to document findings in a structural examination	22%	49%	21%	6%	2%
Had opportunity to practice OPP during first two years in medical school	37%	44%	15%	2%	1%
Had opportunity to practice OPP during in-hospital rotations	13%	32%	25%	23%	8%
Had opportunity to practice OPP during ambulatory primary care rotations	17%	48%	21%	10%	4%
Had opportunity to practice OPP during ambulatory non-primary care rotations	13%	31%	26%	23%	8%
Had osteopathic physician role models during the first two years in medical school	26%	47%	20%	5%	3%
Had osteopathic physician role models during required in-hospital rotations	17%	38%	23%	16%	6%
Had osteopathic physician role models during ambulatory primary care rotations	20%	47%	20%	9%	4%
Had osteopathic physician role models during ambulatory non-primary care rotations	17%	39%	24%	15%	6%
Had osteopathic physician role models during selectives/electives	18%	42%	23%	12%	5%

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

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

Table 54: 2022-2023 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	22%	56%	18%	3%	1%
Can anticipate and identify hazards of hospitalization for older adults	23%	59%	16%	2%	1%
Can identify those medications that should be avoided or used with caution in older adults	22%	57%	18%	2%	1%
Can differentiate the clinical presentations of delirium, dementia, and depression in older adults	22%	57%	18%	3%	1%
Can assess a patient's self-care/functional capacity, e.g. ADLs & IADLs	21%	56%	19%	4%	1%
Can assess an older adult patient's fall risk, identify underlying causative factors, and make recommendations for further evaluation and initial management	20%	56%	20%	4%	1%
Can describe the differences in the presenting signs, symptoms, and laboratory findings of common conditions in older, as compared to younger, adults	20%	57%	19%	4%	1%

Table 55: 2022-2023 Graduating Seniors' Evaluation of how confident are you in your current ability to perform the following activities

	Completely Confident	Mostly Confident	Fairly Confident	Not at all Confident	No Opportunity to Perform
Perform an accurate, complete or focused history and physical exam in a prioritized, organized manner without supervision and with respect for the patient.	44%	41%	15%	1%	1%
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.	31%	47%	21%	2%	1%
Select and interpret common diagnostic and screening tests using evidence-based and cost-effective principles when approaching a patient in any setting.	27%	48%	23%	2%	1%
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.	19%	39%	31%	11%	2%
Provide accurate, focused and context-specific documentation of a clinical encounter in either written or electronic formats.	34%	46%	18%	1%	1%
Present a concise oral summary of a patient encounter to achieve a shared understanding of the patient's condition.	32%	47%	20%	1%	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.	29%	50%	20%	1%	1%
Perform safe and effective transitions of responsibility for patient care from one health care team or practitioner to another.	25%	46%	24%	4%	2%
Participate as a contributing and integrated member of an interprofessional team and fully embrace the value of teamwork in patient care.	37%	44%	18%	1%	1%
Promptly recognize a patient who requires urgent or emergent care, initiate evaluation and treatment, and seek help.	32%	46%	20%	1%	1%
Obtain consent for tests and/or procedures for which I know the indications, contraindications, alternatives, risks and benefits.	29%	44%	23%	3%	2%
Understand systems, identify system failures, and intervene in systems to improve quality and safety in health care.	24%	44%	26%	4%	2%

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

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

Table 56: 2022-2023 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)

	Completely Confident	Mostly Confident	Fairly Confident	Not at all Confident	No Opportunity to Perform
Intravenous (IV) line insertion	10%	14%	17%	28%	32%
Phlebotomy	11%	15%	16%	27%	30%
Bag-valve-mask (BVM) ventilation	25%	7%	29%	28%	11%
Cardiopulmonary (CPR)	25%	6%	30%	30%	8%
Osteopathic manipulative treatment	22%	2%	33%	31%	12%
Simple laceration or excision repair	35%	3%	29%	24%	9%

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

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

Table 57: 2022-2023 Graduating Seniors' Evaluation of School's Involvement in Clerkship Years

	Students	
	%	#
Adequate Involvement	48%	1,834
Some, but Inadequate, Involvement	29%	1,124
Outstanding involvement	14%	539
Excessive Involvement	2%	72
Not Involved	7%	269

Table 58: Type of School Involvement During Clerkship Years, 2022-2023 Graduating Seniors

	Students	
	%	#
E-Mail	74%	3,061
Virtual Platforms	55%	2,261
Learning Management System	46%	1,904
Distance Learning	34%	1,392
Clinical Skills Assessment	36%	1,506
COMLEX-USA Level 2-CE Preparation	42%	1,722
Newsletter	20%	842
Faculty Visits	16%	671

Table 59: Percentage of Time Devoted to Various Activities During Clerkship Years, 2022-2023 Graduating Seniors

	Students' Time	
	%	#
Inpatient Care, Including Reading X-ray Films and Laboratory Work	33%	4,023
Outpatient Care	28%	4,023
Test Preparation	17%	4,023
Residency Application Activities	11%	4,023
Research	4%	4,023
Extended/Long-Term Care	4%	4,023
Other	4%	4,023

**Table 60: COMLEX-USA and USMLE Examinations -
2022-2023 Graduating Seniors**

COMLEX-USA	Students					
	2022-2023		2021-2022		2020-2021	
	%	#	%	#	%	#
Level 1 – Passed 1st Attempt	95%	3,678	95%	4,842	95%	4,096
Level 2-CE – Passed 1st Attempt	96%	3,722	96%	4,889	97%	4,152
USMLE						
Step 1 – Attempted Examination	92%	2,346	68%	3,463	63%	2,730
Step 1 – Passed 1st Attempt*	98%	2,287	96%	3,327	97%	2,652
Step 2 CK – Attempted Examination	85%	2,171	57%	2,896	55%	2,366
Step 2 CK – Passed 1st Attempt*	98%	2,133	98%	2,822	98%	2,326
Step 3 – Planning to Attempt Examination	36%	916	---	---	---	---

*Percentage of those attempting the respective examinations.

Table 61: Interprofessional Medical Education Participation - Graduating Seniors 2022-2023

	Students					
	2022-2023		2021-2022		2020-2021	
	%	#	%	#	%	#
Did Participate	78%	3,039	83%	4,262	84%	3,602
Did Not Participate	15%	598	13%	663	12%	506
Unsure	7%	252	4%	188	5%	192

Table 62: Types of Interprofessional Medical Education - Graduating Seniors 2022-2023

	Students Participating					
	2022-2023		2021-2022		2020-2021	
	%	#	%	#	%	#
Preclinical Education	86%	2,834	83%	3,710	88%	3,276
Pharmacy	74%	2,428	72%	3,209	77%	2,817
Nursing	69%	2,281	65%	2,887	76%	2,789
Clinical Education	64%	2,122	61%	2,694	64%	2,392
Physician Assistant	56%	1,832	58%	2,596	60%	2,187
MD Medicine	42%	1,376	44%	1,949	45%	1,645
Physical Therapy	42%	1,369	41%	1,809	45%	1,644
Advance Practice Nursing (NPs)*	41%	1,359	43%	1,916	---	---
Social Work	36%	1,192	38%	1,687	37%	1,344
Occupational Therapy	30%	975	28%	1,242	32%	1,152
Podiatry	23%	746	19%	864	23%	829
Dentistry	22%	737	22%	1,000	26%	946
Psychology	18%	583	19%	850	19%	688
Public Health	12%	401	14%	624	17%	624
Optometry*	11%	357	9%	396	---	---
Veterinary Medicine	9%	291	7%	330	9%	317
Other	3%	113	3%	114	5%	161

*In 2021-2022 additional participating health profession programs were included in the Graduations Seniors Survey.

Table 63: Settings of Interprofessional Medical Education - Graduating Seniors 2022-2023

	Students Participating					
	2022-2023		2021-2022		2020-2021	
	%	#	%	#	%	#
Patient-Centered Case Studies	58%	1,916	57%	2,546	63%	2,314
Active Engagement with Patients	56%	1,831	55%	2,432	60%	2,212
Lecture (Clinical Subject)	41%	1,357	42%	1,891	47%	1,722
Clinical Simulations	39%	1,298	39%	1,718	48%	1,751
Skills Training in Team Settings	36%	1,192	33%	1,483	37%	1,327
Lecture (Basic Science)	33%	1,079	31%	1,381	35%	1,279
Community Projects or Service Learning	17%	546	20%	868	25%	908
Other	3%	93	3%	142	2%	86

Table 64: 2022-2023 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.	27%	46%	19%	5%	2%
I believe the learning experiences with other health professionals will contribute to/improve my performance as an osteopathic physician.	32%	45%	17%	4%	3%

Table 65: 2022-2023 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%	35%	37%	18%	5%
During Required In-Hospital Rotations	20%	44%	29%	6%	1%
During Required Ambulatory Primary Care Rotations	14%	34%	38%	11%	3%
During Required Ambulatory Non-Primary Care Rotations	17%	36%	35%	9%	3%
During Selectives/Electives	21%	38%	32%	7%	1%

Table 66: Immediate Post-Graduate Plans, Graduating Seniors‡

	Students		Gender		Race-Ethnicity				
	%	#	Male	Female	White	Asian	Hispanic/ Latino	Black or African American	All Others*
Osteopathic Focus/Integrated Residency									
2022-2023	1%	20	0%	1%	0%	1%	1%	0%	0%
2021-2022	0%	22	0%	1%	1%	1%	0%	1%	0%
2020-2021	--	--	--	--	--	--	--	--	--
ACGME transitional year with Osteopathic Recognition									
2022-2023	2%	64	2%	1%	2%	1%	3%	4%	1%
2021-2022	2%	73	2%	1%	1%	1%	3%	2%	1%
2020-2021	2%	78	3%	1%	2%	2%	1%	4%	2%
ACGME transitional year without Osteopathic Recognition									
2022-2023	3%	129	5%	2%	3%	4%	4%	1%	4%
2021-2022	5%	229	6%	3%	5%	4%	4%	4%	4%
2020-2021	6%	235	7%	5%	6%	5%	6%	2%	6%
ACGME Residency w/ Osteopathic Recognition									
2022-2023	25%	932	26%	24%	26%	23%	23%	24%	25%
2021-2022	25%	1,227	25%	24%	24%	25%	23%	24%	29%
2020-2021	27%	1,097	27%	27%	27%	27%	28%	28%	25%
ACGME Residency w/o Osteopathic Recognition									
2022-2023	64%	2,430	60%	68%	64%	66%	63%	67%	63%
2021-2022	63%	3,158	60%	67%	63%	64%	64%	65%	58%
2020-2021	59%	2,425	55%	62%	59%	59%	54%	58%	58%
Research or Other Non-Residency Activity									
2022-2023	1%	27	1%	1%	1%	1%	0%	2%	1%
2021-2022	1%	71	2%	1%	1%	1%	2%	2%	3%
2020-2021	2%	66	2%	1%	1%	2%	2%	2%	1%
Governmental/military service residency with Osteopathic Recognition									
2022-2023	1%	52	2%	1%	2%	1%	3%	0%	3%
2021-2022	2%	73	2%	1%	2%	1%	2%	1%	3%
2020-2021	2%	60	2%	1%	2%	1%	2%	0%	2%
Governmental/military service residency without Osteopathic Recognition									
2022-2023	2%	84	3%	2%	3%	1%	3%	0%	3%
2021-2022	2%	104	2%	2%	3%	1%	1%	1%	1%
2020-2021	2%	84	3%	1%	2%	1%	2%	2%	5%
Undecided									
2022-2023	1%	53	2%	1%	1%	2%	2%	2%	2%
2021-2022	1%	56	1%	1%	1%	2%	2%	1%	1%
2020-2021	2%	92	2%	2%	1%	3%	5%	4%	2%
Total									
2022-2023	100%	3,791	100%	100%	100%	100%	100%	100%	100%
2021-2022	100%	5,013	100%	100%	100%	100%	100%	100%	100%
2020-2021	100%	4,137	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 2021-2022 AACOM updated the "Immediate Post-Graduate Plans" question to align with the Single Graduate Medical Education Accreditation System.

Table 67: Board Certification Plans - Graduating Seniors

	Students		Gender		Race-Ethnicity				
	%	#	Male	Female	White	Asian	Hispanic/ Latino	Black or African American	All Others*
Osteopathic AOA Boards									
2022-2023	39%	1,479	36%	42%	40%	37%	42%	47%	42%
2021-2022	38%	1,901	37%	40%	38%	40%	38%	32%	40%
2020-2021	34%	1,393	31%	38%	33%	35%	38%	36%	31%
Both AOA and ABMS Boards									
2022-2023	18%	687	20%	17%	17%	22%	17%	23%	19%
2021-2022	21%	1,034	21%	21%	19%	23%	22%	30%	21%
2020-2021	19%	767	19%	18%	17%	21%	19%	26%	24%
Allopathic ABMS Boards									
2022-2023	10%	381	13%	8%	10%	11%	10%	7%	9%
2021-2022	11%	521	13%	8%	11%	9%	10%	14%	10%
2020-2021	17%	686	20%	12%	17%	16%	15%	9%	13%
Other									
2022-2023	1%	35	1%	1%	1%	1%	2%	1%	0%
2021-2022	1%	36	1%	1%	1%	1%	1%	1%	0%
2020-2021	1%	25	1%	0%	0%	1%	2%	0%	1%
Not Planning Board Certification									
2022-2023	0%	11	0%	0%	0%	1%	1%	0%	0%
2021-2022	0%	12	0%	0%	0%	0%	0%	0%	0%
2020-2021	0%	7	0%	0%	0%	0%	0%	0%	0%
Undecided									
2022-2023	32%	1,192	31%	32%	33%	30%	28%	22%	30%
2021-2022	30%	1,478	29%	30%	31%	26%	29%	24%	29%
2020-2021	30%	1,258	29%	32%	32%	27%	26%	28%	32%
Total									
2022-2023	100%	3,785	100%	100%	100%	100%	100%	100%	100%
2021-2022	100%	4,982	100%	100%	100%	100%	100%	100%	100%
2020-2021	100%	4,136	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 68: Reasons Given for Taking ABMS (Allopathic) or Both Boards*

	Students					
	2022-2023		2021-2022		2020-2021	
	%	#	%	#	%	#
ABMS board certification is more widely recognized	78%	833	72%	1,115	71%	1,030
ABMS board certification provides more opportunities	66%	703	61%	947	59%	850
ABMS board certification has more colleague acceptance	47%	501	41%	639	51%	740
Hospital privileges more readily obtained with ABMS board certification	37%	397	34%	526	39%	559
ABMS board certification carries more prestige	36%	387	34%	530	38%	550
Personal desire for dual certification	41%	436	36%	565	31%	443
Licenses more readily obtained with ABMS board certification	35%	376	31%	474	35%	505
It is a requirement of the residency program	25%	266	21%	325	20%	293
Other	4%	39	6%	88	8%	122

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

Table 69: Long-Range Career Plans, Graduating Seniors

	Students		Gender		Race-Ethnicity				
	%	#	Male	Female	White	Asian	Hispanic/ Latino	Black or African American	All Others*
Hospital or Other Type of Private Practice									
2022-2023	35%	1,319	35%	35%	39%	31%	31%	37%	27%
2021-2022	40%	1,976	38%	42%	43%	36%	32%	37%	37%
2020-2021	60%	2,481	58%	62%	64%	59%	54%	51%	48%
Self-Employed, with or without a Partner									
2022-2023	10%	363	12%	8%	10%	8%	12%	4%	11%
2021-2022	11%	541	12%	10%	10%	12%	15%	8%	13%
2020-2021	12%	492	14%	10%	12%	11%	12%	11%	13%
Practice in an HMO									
2022-2023	1%	45	1%	1%	1%	2%	2%	%	2%
2021-2022	2%	104	2%	2%	2%	4%	2%	1%	2%
2020-2021	2%	72	2%	2%	1%	3%	2%	1%	2%
Academic Medicine§									
2022-2023	4%	137	3%	4%	4%	4%	2%	4%	3%
2021-2022	4%	202	4%	4%	4%	4%	3%	5%	6%
2020-2021	---	---	---	---	---	---	---	---	---
Federally Qualified Health Center§									
2022-2023	4%	166	4%	5%	4%	4%	11%	7%	4%
2021-2022	---	---	---	---	---	---	---	---	---
2020-2021	---	---	---	---	---	---	---	---	---
Fellowship§									
2022-2023	22%	844	23%	22%	21%	27%	22%	30%	24%
2021-2022	23%	1,115	24%	22%	22%	25%	24%	19%	18%
2020-2021	---	---	---	---	---	---	---	---	---
Government, NHSC, Military, VA, etc.									
2022-2023	4%	151	5%	3%	5%	2%	4%	2%	8%
2021-2022	4%	213	5%	4%	5%	2%	5%	5%	8%
2020-2021	5%	193	5%	4%	5%	2%	7%	4%	11%
Other Professional Activity									
2022-2023	1%	22	0%	1%	1%	1%	0%	1%	1%
2021-2022	1%	65	1%	1%	1%	1%	3%	2%	1%
2020-2021	6%	243	6%	6%	5%	7%	7%	16%	2%
Undecided									
2022-2023	19%	721	17%	21%	17%	21%	17%	15%	21%
2021-2022	15%	744	14%	16%	13%	15%	17%	24%	15%
2020-2021	16%	651	15%	15%	13%	18%	19%	17%	24%
Total									
2022-2023	100%	3,768	100%	100%	100%	100%	100%	100%	100%
2021-2022	100%	4,960	100%	100%	100%	100%	100%	100%	100%
2020-2021	100%	4,132	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 2021-2022 and 2022-2023 additional long-range career plans were included in the Graduations Seniors Survey.

Table 70: Plans to Work as a Hospitalist*

	2022-2023		Students 2021-2022		2020-2021	
	%	#	%	#	%	#
	Yes	22%	821	24%	1,170	22%
No	45%	1,723	47%	2,325	46%	1,884
Unsure	33%	1,251	30%	1,481	33%	1,345
Total	100%	3,795	100%	4,976	100%	4,135

Table 71: Planned Patient Care as a Hospitalist*

	2022-2023		Students 2021-2022		2020-2021	
	%	#	%	#	%	#
	Full-time (at least 36 hours a week)	80%	650	82%	954	78%
Part-time (less than 36 hours a week)	14%	117	13%	154	13%	119
Unsure	6%	51	5%	60	9%	79
Total	100%	3,328	100%	1,168	100%	905

Table 72: Planned Research Involvement as a Hospitalist*

	2022-2023		Students 2021-2022		2020-2021	
	%	#	%	#	%	#
	Involved in a limited way	52%	428	54%	627	54%
Significantly Involved	13%	102	15%	169	14%	125
Full-time	6%	46	7%	77	4%	33
Unsure	30%	242	25%	296	28%	255
Total	100%	818	100%	1,169	100%	3,768

Table 73: Size of Location Planned for Practice After Residency

	2022-2023		Students 2021-2022		2020-2021	
	%	#	%	#	%	#
	Major Metropolitan Area (1,000,001 +)	17%	624	19%	940	18%
Metropolitan Area (500,001 - 1,000,000)	19%	702	20%	1,001	18%	745
City (100,001 - 500,000)	23%	864	24%	1,170	24%	998
City (50,001 - 100,000)	10%	380	11%	529	11%	448
City or Town (10,001 - 50,000)	14%	503	11%	557	12%	482
City or Town (2,501 - 10,000)	4%	166	4%	183	4%	180
Area 2,500 or less	1%	24	1%	41	1%	21
Undecided	13%	473	11%	526	12%	473
Total	100%	3,736	100%	4,947	100%	4,100

Table 74: Plans to Practice in Underserved/Shortage Area

	Students					
	2022-2023		2021-2022		2020-2021	
	%	#	%	#	%	#
Yes	40%	1,525	43%	2,134	41%	1,696
No	15%	555	15%	746	16%	648
Unsure	45%	1,708	42%	2,085	43%	1,774
Total	100%	3,788	100%	4,965	100%	4,118

Table 75: Percentage of Students Who Plan to Practice in Underserved/Shortage Areas

	Students					
	2022-2023		2021-2022		2020-2021	
	%	#	%	#	%	#
Gender						
Male	35%	625	40%	992	38%	787
Female	45%	890	47%	1,121	45%	846
Race/Ethnicity						
White	40%	884	43%	1,244	40%	962
Asian	35%	295	36%	394	39%	342
Hispanic/Latino	49%	156	49%	216	49%	161
Black or African American	69%	66	69%	103	69%	69
All Others*	48%	66	53%	80	35%	44
Marital Status						
Married/Cohabiting	44%	549	47%	770	45%	629
Single	39%	964	42%	1,334	40%	1,007
Financial Status						
Independent	45%	999	47%	1,436	45%	1,138
Dependent	34%	505	37%	661	36%	461
Parental Income						
\$49,999 and less	51%	221	54%	308	50%	249
\$50,000 - \$99,999	45%	356	48%	564	44%	426
\$100,000 - 199,999	40%	426	41%	554	39%	430
\$200,000 or more	35%	374	39%	488	38%	380
Parental Education						
Graduate/Professional Degree	38%	712	41%	1,004	41%	796
Bachelor's Degree	39%	403	44%	580	39%	429
No College Degree	48%	383	47%	509	45%	396

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

Table 76: Plans to Practice in Underserved/Shortage Area by Type

	Students					
	2022-2023		2021-2022		2020-2021	
	%	#	%	#	%	#
Inner-city	28%	427	31%	650	43%	731
Rural	39%	588	40%	845	49%	829
Suburban/Urban*	29%	438	26%	547	---	---
Other	4%	63	4%	87	8%	131
Total	100%	1,516	100%	2,129	100%	1,691

*In 2021-2022 additional underserved/shortage area types were included in the Graduations Seniors Survey.

Table 77: Percentage of Students Who Plan to Practice in Inner-city Underserved/Shortage Areas

	Students					
	2022-2023		2021-2022		2020-2021	
	%	#	%	#	%	#
Gender						
Male	25%	154	25%	252	39%	304
Female	30%	270	35%	393	47%	393
Race/Ethnicity						
White	23%	204	25%	304	31%	297
Asian	39%	115	42%	164	67%	229
Hispanic/Latino	34%	52	34%	74	54%	87
Black or African American	44%	29	55%	57	75%	52
All Others*	25%	16	26%	21	43%	19
Marital Status						
Married/Cohabiting	22%	121	25%	190	33%	209
Single	32%	303	34%	452	50%	497
Financial Status						
Independent	25%	250	29%	413	39%	443
Dependent	34%	172	35%	228	53%	243
Parental Income						
\$49,999 and less	33%	72	35%	107	51%	128
\$50,000 - \$99,999	27%	96	29%	161	44%	187
\$100,000 - 199,999	28%	118	29%	159	39%	165
\$200,000 or more	28%	105	33%	161	42%	159
Parental Education						
Graduate/Professional Degree	28%	199	31%	306	40%	320
Bachelor's Degree	25%	100	30%	171	44%	189
No College Degree	32%	123	32%	161	47%	184

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

Table 78: Percentage of Students Who Plan to Practice in Rural Underserved/Shortage Areas

	Students					
	2022-2023		2021-2022		2020-2021	
Gender	%	#	%	#	%	#
Male	45%	281	45%	441	54%	424
Female	34%	304	35%	395	45%	382
Race/Ethnicity						
White	50%	438	51%	639	61%	588
Asian	18%	52	16%	62	27%	91
Hispanic/Latino	29%	45	33%	71	39%	62
Black or African American	9%	6	16%	16	15%	10
All Others*	35%	23	33%	26	46%	20
Marital Status						
Married/Cohabiting	49%	268	50%	387	61%	382
Single	33%	316	34%	447	42%	419
Financial Status						
Independent	43%	432	44%	631	53%	604
Dependent	30%	151	31%	202	40%	184
Parental Income						
\$49,999 and less	30%	65	36%	109	42%	104
\$50,000 - \$99,999	43%	151	43%	245	49%	210
\$100,000 - 199,999	40%	170	40%	219	52%	224
\$200,000 or more	37%	140	37%	182	51%	194
Parental Education						
Graduate/Professional Degree	41%	292	39%	395	51%	405
Bachelor's Degree	41%	164	41%	234	48%	207
No College Degree	32%	122	41%	206	47%	187

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

Table 79: Percentage of Students Who Plan to Practice in Suburban/Urban Specialty Shortage Areas†

	Students					
	2022-2023		2021-2022		2020-2021	
Gender	%	#	%	#	%	#
Male	26%	163	26%	260	---	---
Female	31%	274	26%	285	---	---
Race/Ethnicity						
White	23%	203	21%	263	---	---
Asian	41%	121	38%	148	---	---
Hispanic/Latino	34%	30	29%	63	---	---
Black or African American	46%	53	25%	26	---	---
All Others*	31%	20	31%	25	---	---
Marital Status						
Married/Cohabiting	26%	140	22%	170	---	---
Single	31%	297	28%	374	---	---
Financial Status						
Independent	28%	274	23%	335	---	---
Dependent	32%	158	31%	205	---	---
Parental Income						
\$49,999 and less	35%	77	26%	81	---	---
\$50,000 - \$99,999	26%	91	25%	142	---	---
\$100,000 - 199,999	28%	120	27%	150	---	---
\$200,000 or more	31%	115	26%	127	---	---
Parental Education						
Graduate/Professional Degree	27%	190	26%	260	---	---
Bachelor's Degree	30%	121	27%	153	---	---
No College Degree	32%	122	25%	125	---	---

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

†In 2021-2022 additional underserved/shortage area types were included in the Graduations Seniors Survey.

Table 80: Planned Specialization - Graduating Seniors

	Students						
	2022-2023		2021-2022		2020-2021		
	%	#	%	#	%	#	
Family Medicine	Primary Care Specialties	22%	822	22%	1083	22%	909
Internal Medicine, General		24%	899	23%	1161	9%	389
Pediatrics, General		8%	317	9%	438	3%	141
Internal Medicine, Subspecialty		---	---	---	---	14%	570
Emergency Medicine		11%	426	11%	557	12%	490
Psychiatry		6%	214	5%	271	5%	214
Pediatrics, Subspecialties		0%		---	---	4%	180
Anesthesiology		5%	176	5%	238	5%	215
OB/GYN and Subspecialties		4%	148	4%	193	4%	163
Surgery, General		4%	139	4%	204	3%	122
Radiology and Subspecialties		---	---	---	---	3%	129
Orthopedic Surgery		2%	79	2%	99	2%	82
Neurology		3%	102	2%	115	2%	84
Physical Medicine & Rehabilitation Med.		3%	100	3%	133	2%	102
Critical Care		---	---	---	---	1%	39
Surgery Subspecialties		---	---	---	---	1%	29
Sports Medicine		---	---	---	---	1%	43
Dermatology		1%	34	1%	47	1%	35
Pathology		1%	50	1%	61	1%	46
Geriatrics Medicine		---	---	---	---	0%	16
Otolaryngology		0%	13	0%	18	0%	6
Ophthalmology/Reconstructive Surgery		0%	10	0%	24	0%	13
Plastic Surgery		0%	3	0%	9	0%	15
Preventive Medicine		0%	4	0%	17	0%	8
Thoracic Surgery		0%	3	0%	1	0%	9
Osteopathic Neuromusculoskeletal Medicine		0%	9	0%	16	0%	17
Allergy and Immunology		1%	21	0%	19	0%	3
Urology/Urological Surgery		1%	20	0%	21	0%	9
Medical Genetics and Genomics		0%	4	0%	1	0%	2
Vascular Surgery		0%	3	0%	8	0%	6
Nuclear Medicine		0%	1	0%	1	0%	2
Child Neurology		0%	16	0	11	---	---
Diagnostic Radiology		2%	75	0	150	---	---
Interventional Radiology		0%	18	0	20	---	---
Neurodevelopmental Disabilities		0%	14	0	4	---	---
Neurological Surgery		0%	2	0	14	---	---
Radiation Oncology		0%	4	0	7	---	---
Colon Rectal Surgery		---	---	---	---	0%	5
Undecided or Indefinite		1%	52	1%	62	1%	41
Total		100%	3,778	100%	5,003	100%	4,134

*In 2021-2022 the specialties were updated to align with the Accreditation Council for Graduate Medical Education (ACGME) specialty selections.

Table 81: Primary Care Plans, Graduating Seniors

	Students					
	2022-2023		2021-2022		2020-2021	
	%	#	%	#	%	#
Primary Care	54%	2,038	54%	2,682	35%	1,439
Non-Primary Care	45%	1,688	45%	2,259	64%	2,654
Undecided	1%	52	1%	62	1%	41
Total	100%	3,778	100%	5,003	100%	4,134

Table 82: Percentage of Graduating Seniors Who Plan to Practice in Primary Care Specialties

	Students					
	2022-2023		2021-2022		2020-2021	
	%	#	%	#	%	#
Gender						
Male	50%	893	49%	1,239	31%	643
Female	57%	1,136	58%	1,401	39%	730
Ethnicity						
White	52%	1,141	51%	1,471	33%	795
Asian	61%	503	62%	679	38%	337
Hispanic/Latinio	55%	174	54%	240	39%	129
Black or African American	53%	50	54%	80	36%	36
All Others*	58%	79	54%	81	35%	45
Marital Status						
Married/Cohabiting	54%	677	53%	883	38%	532
Single	54%	1,344	54%	1,739	34%	849
Financial Status						
Independent	52%	1,152	53%	1,616	35%	889
Dependent	58%	851	55%	989	36%	461
Parental Income						
\$49,999 or less	53%	228	58%	335	39%	194
\$50,000 - \$99,999	55%	434	57%	671	38%	366
\$100,000 - 199,999	55%	590	54%	735	35%	385
\$200,000 or more	53%	557	51%	642	31%	313
Parental Education						
Graduate/Professional Degree	53%	995	53%	1,299	34%	667
Bachelor's Degree	56%	575	54%	708	34%	368
No College Degree	53%	415	55%	596	38%	335
Parental Profession						
DO/MD†	54%	263	52%	347	33%	175
Non-DO/MD	49%	118	56%	183	31%	85

†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 83: Planned Specialty Choice Decision Factors

	Mean Influence Rating*		
	2022-2023	2021-2022	2020-2021
Intellectual Content of the Specialty	3.0	3.3	3.2
Like Dealing with People	2.9	3.1	3.0
Skills/Abilities	2.9	3.0	3.0
Lifestyle	2.9	3.0	3.0
Role Models	2.6	2.7	2.6
Desire for Independence	2.6	2.7	2.6
Academic Environment	2.5	2.7	2.6
Like the Emphasis on Technical Skills	2.5	2.6	2.7
Previous Experience	2.4	2.5	2.4
Peer Influence	2.1	2.1	2.1
Opportunity for Research/Creativity	1.9	1.9	1.8
Prestige/Income Potential	1.8	1.9	1.9
Debt Level	1.7	1.8	1.9
Program has Osteopathic Recognition†	1.1	1.0	1.0

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

**Table 84: Planned Specialty Choice -
Non-Under Represented Minority and Under Represented Minority**

	All Students	Mean Influence Rating*			
		Under Represented Minority		Non-Under Represented Minority	
		Male	Female	Male	Female
Intellectual Content of the Specialty	3.0	3.0	3.0	3.1	3.1
Like Dealing with People	2.9	2.9	3.0	2.8	3.0
Skills/Abilities	2.9	2.9	2.9	2.9	2.9
Lifestyle	2.9	2.9	2.9	3.0	2.8
Role Models	2.6	2.5	2.6	2.6	2.6
Desire for Independence	2.6	2.7	2.7	2.7	2.5
Academic Environment	2.5	2.6	2.6	2.5	2.6
Like the Emphasis on Technical Skills	2.5	2.6	2.4	2.6	2.4
Previous Experience	2.4	2.5	2.4	2.5	2.4
Peer Influence	2.1	2.1	2.1	2.1	2.0
Opportunity for Research/Creativity	1.9	2.0	1.8	1.9	1.8
Prestige/Income Potential	1.8	2.0	1.8	2.0	1.6
Debt Level	1.7	2.0	1.7	1.9	1.6
Program has Osteopathic Recognition†	1.1	1.6	1.2	1.1	1.0

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

Table A1: 2022-2023 Graduating Seniors Response**Rate to the AACOM Graduating Seniors Survey**

Response Rate Range	Number of COMs		
	2022-2023	2021-2022	2020-2021
90% or more	16	25	17
75% - 89%	3	1	3
50% - 74%	3	4	5
25% - 49%	9	7	14
Less than 25%	18	9	6
Mean response rate for all COMs	53%	72%	63%

Table A2: 2022-2023 Response Rate to Debt, Scholarship and Specialty Survey Questions

	Response Rate
Debt	
Total Osteopathic Medical Education Loans	61%
Unsubsidized Stafford or FFELP	54%
Subsidized Stafford or FFELP	30%
Graduate PLUS	48%
Perkins	20%
Loans for Disadvantaged Students (LDS)	20%
Primary Care Loan (PCL)	20%
Other State-Issued Loans	19%
Osteopathic Association Loans	19%
Alternative Loans	20%
Other	21%
Family Loans to be Repaid by Student	55%
Non-Educational Debt	76%
At Entry, Loans Owing for Undergraduate Education	84%
At Entry, Loans Owing for Post-Bac Education	83%
Scholarships/Grants	
Total Scholarships/Grants	34%
National Health Service Corps Scholarship	19%
Veterans Affairs Health Professionals Scholarship	19%
Armed Forces Health Professions Scholarship	20%
Post-9/11 GI Bill	19%
Indian Health Service Scholarship	18%
Department of Defense Tuition Assistance	18%
Scholarships for Disadvantaged Students	18%
Diversity/Minority Scholarship	19%
Western Interstate Commission for Higher Education (WICHE)	18%
State Government Scholarship/Grant	19%
Award from Osteopathic Medical School	24%
Tuition Waiver	18%
Osteopathic Association	19%
Other Sources	21%
Specialty	
Specialty Choice	91%