



Tomorrow's Doctors, Tomorrow's Cures

Association of American Medical Colleges

Matriculating Student Questionnaire (MSQ)

2006

All Schools Summary Report

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Note: Some counts may change slightly from year to year as duplicate records were consolidated.



Executive Summary

	All Schools		
	2004	2005	2006
Total number of students who responded to the questionnaire:	11,249	10,864	11,675
1. Gender:			
	<u>Percent</u>	<u>Percent</u>	<u>Percent</u>
Male	49.9	49.8	49.7
Female	50.1	50.2	50.3
	<u>100</u>	<u>100</u>	<u>100</u>
Number of responses	11,249	10,810	11,675
2. Age at matriculation:			
Under 20	0.3	0.3	0.3
20 through 22	46.3	45.4	45.1
23 through 25	38.7	39.0	39.6
26 through 28	8.8	9.3	9.5
Over 28	5.9	6.0	5.5
	<u>100</u>	<u>100</u>	<u>100</u>
Number of responses	11,249	10,864	11,675
Mean age	23.5	23.6	23.5
2b. Are you either a U.S. citizen or someone who holds a Permanent Resident Visa to the U.S.?			
Yes	98.8	98.3	98.2
No	1.2	1.7	1.8
	<u>100</u>	<u>100</u>	<u>100</u>
Number of responses	11,225	10,813	11,624
3. Are you Spanish/Hispanic/Latino/Latina?			
Note: For 2005 data collection this question was eliminated and Hispanic ethnicities were added as options to question 4. Data shown here for 2005 and 2006 were derived from the new question.			
No, not Spanish/Hispanic/Latino/Latina	93.0	92.3	92.8
Yes, Spanish/Hispanic/Latino/Latina	7.0	7.7	7.2
	<u>100</u>	<u>100</u>	<u>100</u>
Number of responses	11,227	10,864	11,675
If yes, check all that apply. Note: The divisor in computing percentages is the count of Yes responses in the question above. Percentages may not sum to 100% as multiple responses are allowed.			
Mexican, Mexican American, Chicano/Chicana	34.0	29.2	34.6
Puerto Rican	30.7	30.8	28.0
Cuban	9.3	12.9	10.9
Other	32.0	35.0	34.8
4. What is your race? Note: The divisor in computing percentages is the count of students who responded to this question. Percentages may not sum to 100% as multiple responses are allowed.			
White	74.5	72.9	72.6
Black or African-American	7.4	7.9	7.2
American Indian	1.0	1.6	1.4
Alaska Native	0.0	0.1	0.1
Asian: Indian	n/a	n/a	7.5
Asian: Pakistani	n/a	n/a	0.8
Asian: Chinese	5.3	6.6	6.9
Asian: Filipino	1.1	1.4	1.5

	All Schools		
	2004	2005	2006
	Percent	Percent	Percent
Asian: Japanese	0.9	1.0	1.3
Asian: Korean	2.2	2.5	2.4
Asian: Vietnamese	1.6	1.6	1.5
Asian: SE Asian, Non-Vietnamese	0.5	0.6	0.6
Asian: Other	2.1	1.9	1.7
Native Hawaiian	0.1	0.2	0.2
Guamanian or Chamorro	0.0	0.1	0.1
Samoan	0.0	0.1	0.1
Other Pacific Islander	0.1	0.2	0.0
	<hr/>	<hr/>	<hr/>
	100	100	106
Number of responses	11,010	10,356	11,161
5. Number of years since first bachelor's degree was received:			
Less than 1 year	47.2	46.6	46.0
1 year	22.6	22.3	23.5
2 years	11.2	11.1	10.8
3 years	5.7	6.0	5.9
4 years	4.6	4.5	4.6
5 to 10 years	7.2	7.6	7.7
11 to 20 years	1.4	1.4	1.1
More than 20 years	0.1	0.3	0.3
	<hr/>	<hr/>	<hr/>
	100	100	100
Number of responses	11,054	10,779	11,567
6a. Type of degree program in which you are currently enrolled:			
M.D.	92.9	89.6	90.5
Joint Bachelor's/M.D.	1.8	2.4	2.5
Joint M.D./J.D.	0.0	0.1	0.1
Joint M.D./Master's	1.7	3.8	3.3
Joint M.D./Ph.D.	3.4	4.1	3.5
Other	0.2	0.1	0.1
	<hr/>	<hr/>	<hr/>
	100	100	100
Number of responses	11,241	10,826	11,630
6b. If you are in an M.D./Master's or an M.D./Ph.D. program, please indicate the major area of concentration of your master's or doctoral degree:			
Biological Science	62.9	52.2	51.4
Physical Science	2.8	3.5	2.3
Public Health	26.4	23.9	26.1
Social Science	0.5	1.1	1.5
Humanities	0.4	0.6	1.8
Business	3.5	4.3	3.6
Other	3.5	14.4	13.3
	<hr/>	<hr/>	<hr/>
	100	100	100
Number of responses	569	853	797

	All Schools		
	2004	2005	2006
	<u>Percent</u>	<u>Percent</u>	<u>Percent</u>
7. When did you definitely decide that you wanted to study medicine?			
Before high school	25.0	23.5	22.5
During high school/before college	27.8	26.2	27.4
During first two years in college	21.2	21.3	22.2
During junior year in college	10.1	11.6	11.4
During senior year in college	3.9	4.2	4.3
After receiving bachelor's degree	9.5	10.7	10.0
After receiving advanced degree	2.4	2.4	2.2
	<u>100</u>	<u>100</u>	<u>100</u>
Number of responses	11,230	10,855	11,668
8. Indicate which of the following computer experiences(s) you acquired prior to medical school matriculation. Note: The divisor in computing percentages is the count of students who responded to the questionnaire. Percentages may not sum to 100% as multiple responses are allowed.			
Word processing	98.9	99.1	99.2
Spreadsheet analysis	80.4	82.1	83.6
Statistical analysis	60.8	61.8	64.3
Graphic design application	26.6	25.6	26.3
Bibliographic database search techniques	69.1	68.9	71.2
Electronic communication	89.0	88.8	89.5
Internet access	98.8	98.9	98.9
9. Indicate the extracurricular activities and/or work experiences in which you participated prior to entering medical school. Note: The divisor in computing percentages is the count of students who responded to the questionnaire. Percentages may not sum to 100% as multiple responses are allowed.			
Advisory work	31.4	32.2	31.3
Journalism	14.3	14.3	14.6
Community work	86.2	86.6	87.5
Fine Arts	48.6	50.4	50.5
Social/political action groups	21.9	24.3	24.0
Sports/Athletics	68.2	68.7	68.1
Instruction	65.3	64.4	65.3
Student governance group	24.8	23.4	22.7
Travel abroad	38.6	40.0	40.7
Social/Fraternal organizations	26.7	27.5	25.8
Clubs related to my undergraduate major	51.8	51.6	52.1
Honor clubs not specific to my undergraduate major	56.7	56.0	55.4
Clubs not related to undergraduate major, to the biological or physical sciences, or to honor societies	38.7	40.0	41.2
Volunteer work in hospitals, medical clinics, or labs	78.5	83.9	84.3
Paid work in hospitals, medical clinics, or labs	57.9	55.3	54.5
Paid work not requiring a bachelor's degree and not included in the above activities	60.2	57.3	57.0
Professional paid work requiring at least a bachelor's degree and not included in the above activities	21.0	20.7	20.8

	All Schools		
	2004	2005	2006
	Percent	Percent	Percent
10. In exploring your career in the medical profession, did you use any career exploration tools?			
Yes	22.9	21.9	21.3
No	77.1	78.1	78.7
	100	100	100
Number of responses	11,236	10,848	11,659

11. Indicate the reason(s) you enrolled in the following courses. Note: The figures below are percentages. The divisor in computing percentages is the count of students who responded for the particular course. Percentages may not sum to 100% due to random and multiple responses.

		Personal Interest/Other	MCAT Preparation	Medical School Requirement	Undergraduate Requirement	Count
Biology, Introductory Level						
All Schools	2004	44.1 %	45.7 %	74.7 %	71.2%	10,684
	2005	41.3	42.2	72.6	69.6	10,260
	2006	41.8	42.6	73.7	69.8	11,110
Biology, Advanced Level						
All Schools	2004	56.1 %	42.0 %	52.7 %	67.9%	10,084
	2005	53.2	39.4	54.0	66.9	9,688
	2006	52.8	39.2	55.2	67.3	10,443
General Chemistry, Introductory Level						
All Schools	2004	28.9 %	46.8 %	75.1 %	73.3%	10,875
	2005	26.4	43.2	72.9	71.9	10,433
	2006	27.1	43.4	74.1	72.0	11,229
General Chemistry, Advanced Level						
All Schools	2004	32.9 %	41.6 %	60.8 %	72.2%	7,631
	2005	29.3	38.6	61.6	70.9	7,512
	2006	29.9	38.7	62.7	71.1	7,997
Organic Chemistry, Introductory Level						
All Schools	2004	22.8 %	51.4 %	79.9 %	65.6%	11,046
	2005	24.2	45.9	77.7	64.8	10,634
	2006	24.6	46.2	78.6	64.7	11,417
Organic Chemistry, Advanced Level						
All Schools	2004	25.9 %	46.0 %	70.5 %	64.9%	6,576
	2005	26.7	41.4	69.8	63.3	6,805
	2006	27.6	41.5	70.0	63.3	7,336
Physics, Introductory Level						
All Schools	2004	21.8 %	50.3 %	76.7 %	67.5%	10,984
	2005	22.0	45.0	74.9	66.9	10,592
	2006	22.0	45.4	75.7	67.1	11,356



11. Indicate the reason(s) you enrolled in the following courses. Note: The figures below are percentages. The divisor in computing percentages is the count of students who responded for the particular course. Percentages may not sum to 100% due to random and multiple responses. (Continued)

		Personal Interest/Other	MCAT Preparation	Medical School Requirement	Undergraduate Requirement	Count
Physics, Advanced Level						
All Schools	2004	24.8 %	43.4 %	64.2 %	67.3%	5,279
	2005	23.7	39.4	65.4	65.1	5,871
	2006	24.3	39.0	65.2	65.1	6,304
Biochemistry						
All Schools	2004	51.5 %	36.8 %	38.7 %	58.9%	8,908
	2005	48.3	32.0	37.8	57.5	8,689
	2006	49.1	32.2	39.8	57.5	9,471
Genetics						
All Schools	2004	52.0 %	37.6 %	29.2 %	70.4%	8,063
	2005	48.7	34.3	27.9	69.1	7,744
	2006	49.7	34.2	29.1	68.7	8,436
Physiology						
All Schools	2004	65.9 %	39.1 %	22.8 %	56.0%	7,015
	2005	62.6	36.4	20.2	54.2	6,660
	2006	62.4	35.7	21.5	56.4	7,186
Zoology						
All Schools	2004	48.9 %	20.3 %	20.7 %	71.0%	2,364
	2005	43.7	16.9	21.3	71.6	2,151
	2006	46.6	18.6	22.1	72.0	2,168
Calculus						
All Schools	2004	28.4 %	8.1 %	42.2 %	76.9%	10,380
	2005	28.2	6.8	39.5	75.8	9,979
	2006	29.9	6.5	39.4	76.1	10,690
Statistics						
All Schools	2004	33.3 %	3.2 %	17.1 %	73.5%	6,938
	2005	32.4	3.4	18.3	73.1	6,803
	2006	32.7	3.4	18.5	73.7	7,553
Psychology						
All Schools	2004	72.6 %	1.5 %	7.4 %	52.8%	8,122
	2005	72.0	2.0	8.1	51.5	7,735
	2006	71.5	1.5	8.8	51.6	8,282
Social Sciences, Other Than Psychology						
All Schools	2004	72.1 %	1.2 %	5.6 %	59.0%	10,051
	2005	70.9	1.5	6.2	57.8	9,559
	2006	71.2	1.2	6.8	58.3	10,305

11. Indicate the reason(s) you enrolled in the following courses. Note: The figures below are percentages. The divisor in computing percentages is the count of students who responded for the particular course. Percentages may not sum to 100% due to random and multiple responses. (Continued)

		Personal Interest/Other	MCAT Preparation	Medical School Requirement	Undergraduate Requirement	Count
English Composition/Writing						
All Schools	2004	31.4 %	8.0 %	30.8 %	88.1%	10,399
	2005	30.6	7.1	32.0	87.4	9,980
	2006	30.1	6.9	31.9	87.7	10,830
English Literature						
All Schools	2004	44.9 %	4.6 %	20.6 %	75.6%	8,784
	2005	42.7	3.9	22.3	75.5	8,633
	2006	41.8	3.9	23.2	75.9	9,201
Humanities, Other Than English						
All Schools	2004	66.8 %	1.9 %	6.0 %	67.5%	10,653
	2005	64.1	1.8	8.2	68.2	10,231
	2006	64.0	1.8	8.3	69.2	10,979

11b. Based on your experiences, indicate whether you agree or disagree with the following statements. Note: Means are based on a scale ranging from 0 "Strongly Agree" to 4 "Strongly Disagree".

		Ratings					Mean	Count
		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree		
The perspectives of individuals from racial and ethnic groups different than my own were often brought into my undergraduate coursework.								
All Schools	2004	24.9 %	46.3 %	17.5 %	9.7%	1.6 %	1.2	11,225
	2005	25.4	47.3	17.3	8.5	1.5	1.1	10,830
	2006	25.8	46.4	17.5	8.8	1.5	1.1	11,633
My knowledge or opinions of others were influenced or changed by becoming aware of different perspectives.								
All Schools	2004	30.1 %	51.7 %	14.4 %	2.9%	0.9 %	0.9	11,224
	2005	30.4	51.2	14.4	3.0	1.0	0.9	10,826
	2006	30.6	50.9	14.7	2.8	1.0	0.9	11,631

12. Indicate how important the following factors were in your choice of medicine as a career goal. Note: Means are based on a scale ranging from 0 "Not At All Important" to 4 "Very Important".

		Ratings					Mean	Count
		Not At All Important	Slightly Important	Somewhat Important	Moderately Important	Very Important		
Being a physician is one of the most intellectually challenging professions								
All Schools	2004	1.6 %	4.9 %	13.2 %	33.1%	47.2 %	3.2	11,227
	2005	1.8	4.7	13.9	32.2	47.4	3.2	10,846
	2006	1.7	4.5	12.8	32.6	48.3	3.2	11,646

12. Indicate how important the following factors were in your choice of medicine as a career goal.

Note: Means are based on a scale ranging from 0 "Not At All Important" to 4 "Very Important". (Continued)

		Ratings					Mean	Count
		Not At All Important	Slightly Important	Somewhat Important	Moderately Important	Very Important		
Profession provides opportunity for research								
All Schools	2004	18.5 %	25.8 %	25.3 %	18.9 %	11.5 %	1.8	11,226
	2005	17.1	24.7	25.5	19.8	12.9	1.9	10,845
	2006	16.7	24.6	25.0	20.3	13.4	1.9	11,644
Profession provides opportunity to develop expertise in a specialized area								
All Schools	2004	3.4 %	8.7 %	20.8 %	37.6 %	29.5 %	2.8	11,226
	2005	3.3	8.7	21.6	37.8	28.7	2.8	10,837
	2006	3.0	8.0	20.0	37.8	31.3	2.9	11,641
Physicians employ advanced diagnostic and treatment technologies								
All Schools	2004	5.9 %	11.2 %	24.7 %	35.0 %	23.2 %	2.6	11,224
	2005	4.9	11.6	24.4	36.2	22.9	2.6	10,843
	2006	4.9	10.5	23.5	36.9	24.1	2.6	11,636
Physicians use critical thinking to evaluate medical findings								
All Schools	2004	0.8 %	2.6 %	11.9 %	33.4 %	51.3 %	3.3	11,227
	2005	0.8	2.4	10.0	35.1	51.6	3.3	10,842
	2006	0.9	2.3	9.5	33.5	53.8	3.4	11,641
Physicians can educate patients about health promotion and disease prevention								
All Schools	2004	0.5 %	1.9 %	7.2 %	22.5 %	67.9 %	3.6	11,226
	2005	0.7	2.5	8.4	24.9	63.5	3.5	10,841
	2006	0.6	2.3	9.0	25.6	62.4	3.5	11,640
Profession provides opportunity to exercise social responsibility								
All Schools	2004	1.1 %	3.2 %	11.0 %	27.2 %	57.5 %	3.4	11,225
	2005	1.4	3.9	11.5	28.8	54.4	3.3	10,840
	2006	1.2	3.3	11.7	28.4	55.4	3.3	11,640
Profession provides opportunity to make a difference in people's lives								
All Schools	2004	0.2 %	0.5 %	1.9 %	7.9 %	89.6 %	3.9	11,221
	2005	0.4	0.5	1.9	8.4	88.8	3.8	10,837
	2006	0.3	0.4	2.0	8.2	89.0	3.9	11,643

12. Indicate how important the following factors were in your choice of medicine as a career goal.

Note: Means are based on a scale ranging from 0 "Not At All Important" to 4 "Very Important". (Continued)

		Ratings					Mean	Count
		Not At All Important	Slightly Important	Somewhat Important	Moderately Important	Very Important		
Physicians can have continuing contact with their patients								
All Schools	2004	1.3 %	3.8 %	13.2 %	31.1 %	50.6 %	3.3	11,222
	2005	1.6	4.9	15.4	32.0	46.2	3.2	10,834
	2006	1.6	5.0	15.5	33.7	44.3	3.1	11,635
Medicine provides opportunity to interact with other health professionals								
All Schools	2004	3.9 %	9.8 %	24.8 %	37.3 %	24.1 %	2.7	11,222
	2005	3.3	9.4	24.4	37.5	25.4	2.7	10,828
	2006	3.8	9.4	24.6	38.0	24.2	2.7	11,632
Physicians can choose career directions that allow significant autonomy								
All Schools	2004	2.9 %	6.2 %	17.7 %	31.8 %	41.4 %	3.0	11,221
	2005	2.8	6.1	17.6	32.5	40.9	3.0	10,828
	2006	2.7	6.5	17.6	32.7	40.4	3.0	11,631
Profession provides opportunities for innovation								
All Schools	2004	1.5 %	6.2 %	19.1 %	36.0 %	37.2 %	3.0	11,220
	2005	1.4	5.8	18.9	36.8	37.0	3.0	10,826
	2006	1.6	5.2	18.5	37.2	37.5	3.0	11,628
Medicine affords opportunities for decision-making under pressure								
All Schools	2004	8.7 %	10.7 %	24.7 %	34.4 %	21.5 %	2.5	11,222
	2005	7.4	10.9	24.6	32.9	24.2	2.6	10,824
	2006	6.6	10.6	23.2	33.8	25.9	2.6	11,621
Profession provides opportunity to use manual dexterity skills								
All Schools	2004	13.5 %	14.7 %	25.2 %	27.1 %	19.5 %	2.2	11,222
	2005	13.9	15.2	23.9	27.0	20.0	2.2	10,824
	2006	12.6	15.2	24.0	26.8	21.4	2.3	11,628
Doctors enjoy opportunities for leadership								
All Schools	2004	3.9 %	9.2 %	21.0 %	36.8 %	29.0 %	2.8	11,220
	2005	3.7	8.4	21.0	36.3	30.6	2.8	10,821
	2006	3.4	7.9	19.9	36.4	32.4	2.9	11,627

12. Indicate how important the following factors were in your choice of medicine as a career goal.

Note: Means are based on a scale ranging from 0 "Not At All Important" to 4 "Very Important". (Continued)

		Ratings					Mean	Count
		Not At All Important	Slightly Important	Somewhat Important	Moderately Important	Very Important		
Doctors enjoy high status and prestige								
All Schools	2004	18.3 %	24.1 %	24.5 %	21.5 %	11.6 %	1.8	11,220
	2005	16.7	22.6	26.1	22.5	12.1	1.9	10,824
	2006	16.4	22.3	25.9	23.2	12.3	1.9	11,629
Profession offers possibility of high income								
All Schools	2004	12.5 %	20.8 %	28.1 %	30.4 %	8.1 %	2.0	11,222
	2005	10.8	18.6	29.4	32.2	9.0	2.1	10,829
	2006	10.4	19.2	28.6	32.6	9.2	2.1	11,632
Medical practice affords high job security								
All Schools	2004	3.9 %	9.6 %	20.0 %	34.6 %	31.8 %	2.8	11,222
	2005	3.6	8.2	18.6	36.3	33.4	2.9	10,824
	2006	3.2	8.9	17.8	36.0	34.2	2.9	11,634
Profession provides opportunity for authority								
All Schools	2004	23.5 %	22.3 %	25.7 %	20.5 %	8.0 %	1.7	11,220
	2005	20.7	21.2	27.6	21.8	8.8	1.8	10,823
	2006	20.6	21.9	26.5	21.6	9.4	1.8	11,631
Physicians can have significant control of their work hours								
All Schools	2004	13.2 %	18.5 %	25.3 %	26.3 %	16.7 %	2.1	11,215
	2005	11.0	17.2	26.1	28.1	17.5	2.2	10,828
	2006	12.5	18.1	26.4	26.1	17.0	2.2	11,626
Doctors can find practices that limit their amount of work stress								
All Schools	2004	18.2 %	21.2 %	25.7 %	22.7 %	12.2 %	1.9	11,217
	2005	16.8	21.1	27.3	22.8	12.0	1.9	10,823
	2006	18.4	21.2	27.2	21.8	11.5	1.9	11,618
Dealing with the behavioral/psychological aspects of patient care is rewarding								
All Schools	2004	3.3 %	8.0 %	17.2 %	28.6 %	43.0 %	3.0	11,215
	2005	3.2	7.7	16.8	30.1	42.2	3.0	10,818
	2006	3.3	8.4	17.3	29.4	41.5	3.0	11,630

13. Indicate how important the following individuals and experiences were in your decision to study medicine.

Note: Means are based on a scale ranging from 0 "Not At All Important" to 4 "Very Important".

		Ratings					Mean	Count
		Not At All Important	Slightly Important	Somewhat Important	Moderately Important	Very Important		
Health profession advisor								
All Schools	2004	54.8 %	17.6 %	13.2 %	8.6 %	5.8 %	0.9	11,220
	2005	52.7	18.0	13.4	9.5	6.3	1.0	10,828
	2006	53.3	17.8	13.0	9.3	6.6	1.0	11,634
Professor or teacher								
All Schools	2004	26.7 %	19.0 %	21.0 %	18.5 %	14.9 %	1.8	11,219
	2005	24.7	18.0	21.1	20.7	15.5	1.8	10,826
	2006	25.1	18.2	21.5	19.8	15.4	1.8	11,635
Parent								
All Schools	2004	14.6 %	15.4 %	20.2 %	22.6 %	27.2 %	2.3	11,220
	2005	13.5	14.7	20.1	22.5	29.2	2.4	10,835
	2006	13.8	14.2	19.7	22.2	30.1	2.4	11,637
Another relative or friend								
All Schools	2004	25.2 %	15.0 %	18.3 %	20.2 %	21.3 %	2.0	11,217
	2005	24.7	14.7	18.9	20.2	21.5	2.0	10,826
	2006	25.2	14.2	19.4	20.1	21.1	2.0	11,628
Physician								
All Schools	2004	20.7 %	14.2 %	18.4 %	20.5 %	26.2 %	2.2	11,217
	2005	19.9	13.0	18.2	22.9	25.9	2.2	10,826
	2006	19.7	12.9	17.7	23.2	26.5	2.2	11,632
Science course								
All Schools	2004	13.3 %	11.2 %	19.0 %	27.5 %	28.9 %	2.5	11,222
	2005	15.0	12.2	20.4	28.0	24.3	2.3	10,831
	2006	14.6	11.6	20.7	28.4	24.8	2.4	11,632
Particular book, article, film, television program								
All Schools	2004	36.1 %	20.4 %	20.1 %	14.8 %	8.7 %	1.4	11,219
	2005	39.7	20.5	18.3	13.3	8.1	1.3	10,821
	2006	39.2	20.0	18.9	13.1	8.8	1.3	11,624

13. Indicate how important the following individuals and experiences were in your decision to study medicine.

Note: Means are based on a scale ranging from 0 "Not At All Important" to 4 "Very Important". (Continued)

		Ratings					Mean	Count
		Not At All Important	Slightly Important	Somewhat Important	Moderately Important	Very Important		
Health-related work experience								
All Schools	2004	6.9 %	5.0 %	11.5 %	22.3 %	54.4 %	3.1	11,221
	2005	7.8	5.3	11.8	23.3	51.9	3.1	10,834
	2006	8.0	5.0	11.7	23.6	51.8	3.1	11,634
Experience with illness/accident								
All Schools	2004	27.3 %	12.8 %	14.6 %	17.9 %	27.4 %	2.1	11,219
	2005	30.3	13.1	15.0	17.1	24.4	1.9	10,826
	2006	30.3	13.4	14.8	17.1	24.4	1.9	11,627
Career/guidance counselor								
All Schools	2004	68.3 %	15.7 %	10.0 %	4.0 %	2.0 %	0.6	11,218
	2005	69.3	14.9	10.3	3.9	1.6	0.5	10,817
	2006	70.3	14.9	9.8	3.4	1.6	0.5	11,620

14. How important were the following factors in your choice of this particular medical school?

Note: Means are based on a scale ranging from 0 "Not At All Important" to 4 "Very Important".

		Ratings					Mean	Count
		Not At All Important	Slightly Important	Somewhat Important	Moderately Important	Very Important		
Advice of premedical advisor								
All Schools	2004	53.7 %	15.4 %	14.0 %	10.5 %	6.4 %	1.0	11,223
	2005	54.4	14.4	13.9	10.9	6.4	1.0	10,827
	2006	54.3	15.0	13.2	10.7	6.8	1.0	11,624
Advice of parents								
All Schools	2004	28.8 %	16.7 %	20.0 %	19.1 %	15.4 %	1.8	11,224
	2005	28.2	15.6	19.8	19.9	16.4	1.8	10,831
	2006	27.8	15.2	19.4	20.2	17.3	1.8	11,621
Advice of medical school graduate								
All Schools	2004	33.3 %	10.8 %	17.6 %	21.3 %	17.0 %	1.8	11,218
	2005	33.6	11.0	17.8	21.4	16.2	1.8	10,823
	2006	34.1	10.2	18.4	21.1	16.2	1.8	11,617

14. How important were the following factors in your choice of this particular medical school?

Note: Means are based on a scale ranging from 0 "Not At All Important" to 4 "Very Important". (Continued)

		Ratings					Mean	Count
		Not At All Important	Slightly Important	Somewhat Important	Moderately Important	Very Important		
Advice of hometown physician								
All Schools	2004	58.2 %	10.9 %	11.9 %	10.5 %	8.5 %	1.0	11,214
	2005	57.5	10.7	12.7	11.4	7.8	1.0	10,819
	2006	58.6	10.7	12.3	10.3	8.1	1.0	11,611
Advice of career/guidance counselor								
All Schools	2004	73.3 %	11.0 %	8.9 %	4.8 %	2.0 %	0.5	11,214
	2005	72.1	11.5	9.5	4.6	2.3	0.5	10,817
	2006	72.6	11.2	9.4	4.6	2.3	0.5	11,613
General reputation of school								
All Schools	2004	3.7 %	4.8 %	16.8 %	35.0 %	39.6 %	3.0	11,222
	2005	4.5	4.8	14.7	34.1	41.8	3.0	10,834
	2006	4.9	5.0	15.6	34.6	39.9	3.0	11,623
Research reputation of school								
All Schools	2004	22.4 %	16.9 %	22.1 %	21.7 %	17.0 %	1.9	11,218
	2005	22.5	15.7	21.4	21.8	18.6	2.0	10,822
	2006	22.3	15.9	21.8	21.4	18.6	2.0	11,620
Teaching methods of school								
All Schools	2004	5.9 %	6.2 %	16.2 %	28.1 %	43.6 %	3.0	11,221
	2005	7.2	6.0	14.6	28.6	43.5	3.0	10,827
	2006	6.9	6.3	15.5	27.6	43.7	2.9	11,622
Geographic location								
All Schools	2004	6.5 %	6.3 %	13.4 %	25.2 %	48.6 %	3.0	11,226
	2005	6.5	6.5	12.3	25.0	49.8	3.1	10,830
	2006	6.6	6.5	12.7	24.4	49.8	3.0	11,622
Faculty mentorship								
All Schools	2004	13.0 %	10.7 %	22.5 %	28.1 %	25.6 %	2.4	11,215
	2005	12.6	10.2	22.0	28.6	26.6	2.5	10,817
	2006	12.8	9.4	21.1	29.4	27.2	2.5	11,609

14. How important were the following factors in your choice of this particular medical school?

Note: Means are based on a scale ranging from 0 "Not At All Important" to 4 "Very Important". (Continued)

		Ratings					Mean	Count
		Not At All Important	Slightly Important	Somewhat Important	Moderately Important	Very Important		
Financial considerations/cost of attending								
All Schools	2004	17.4 %	11.7 %	13.9 %	19.3 %	37.7 %	2.5	11,218
	2005	17.4	11.3	14.5	19.6	37.2	2.5	10,827
	2006	17.8	11.8	14.7	19.2	36.5	2.4	11,618
Amount of financial support offered								
All Schools	2004	27.5 %	13.4 %	17.0 %	17.2 %	24.8 %	2.0	11,211
	2005	27.8	13.9	17.1	17.3	24.0	2.0	10,808
	2006	28.9	13.3	17.2	16.6	24.0	1.9	11,608
Desire to attend school within my home state								
All Schools	2004	32.6 %	6.7 %	9.6 %	14.6 %	36.6 %	2.2	11,221
	2005	35.6	6.3	9.0	13.7	35.4	2.1	10,823
	2006	37.8	6.4	9.1	13.3	33.4	2.0	11,605
Special programs for minority and/or disadvantaged students								
All Schools	2004	72.3 %	9.4 %	7.6 %	5.0 %	5.7 %	0.6	11,206
	2005	70.5	9.7	8.7	5.3	5.8	0.7	10,807
	2006	71.0	10.1	7.8	5.1	6.0	0.6	11,593
Diversity of the student body								
All Schools	2004	28.4 %	15.9 %	22.3 %	18.8 %	14.7 %	1.8	11,214
	2005	27.8	16.2	21.4	20.0	14.7	1.8	10,811
	2006	27.9	15.9	21.4	19.6	15.2	1.8	11,601
Diversity of the faculty								
All Schools	2004	32.2 %	16.8 %	23.3 %	16.9 %	10.9 %	1.6	11,209
	2005	31.4	16.8	22.4	18.5	11.0	1.6	10,809
	2006	30.6	17.2	22.5	18.0	11.7	1.6	11,593
Nature of school's curriculum								
All Schools	2004	5.6 %	6.5 %	18.1 %	30.8 %	39.1 %	2.9	11,220
	2005	5.4	6.6	17.1	31.0	39.9	2.9	10,818
	2006	5.4	6.3	17.3	30.0	41.0	2.9	11,613

14. How important were the following factors in your choice of this particular medical school?

Note: Means are based on a scale ranging from 0 "Not At All Important" to 4 "Very Important". (Continued)

		Ratings					Mean	Count
		Not At All Important	Slightly Important	Somewhat Important	Moderately Important	Very Important		
Ability of school to place students in particular residency programs								
All Schools	2004	6.6 %	7.2 %	16.7 %	29.3 %	40.1 %	2.9	11,214
	2005	5.9	6.6	16.4	30.3	40.8	2.9	10,814
	2006	6.1	6.7	16.1	29.9	41.2	2.9	11,610
Medical ethics/medical humanities emphasis								
All Schools	2004	13.1 %	12.7 %	23.2 %	26.3 %	24.6 %	2.4	11,213
	2005	12.8	12.6	23.5	26.8	24.3	2.4	10,809
	2006	13.1	12.5	23.8	26.7	24.0	2.4	11,599
Rural medicine experience/opportunity								
All Schools	2004	40.4 %	17.7 %	17.9 %	13.0 %	11.0 %	1.4	11,208
	2005	39.0	18.0	18.2	14.0	10.9	1.4	10,807
	2006	39.9	18.1	18.4	12.9	10.8	1.4	11,598
Community-based experience/opportunity								
All Schools	2004	10.4 %	9.4 %	19.1 %	27.5 %	33.7 %	2.6	11,211
	2005	12.6	9.7	20.2	28.2	29.4	2.5	10,809
	2006	12.6	9.8	21.2	28.3	28.1	2.5	11,602
Family medicine experience/opportunity								
All Schools	2004	20.4 %	15.8 %	23.4 %	22.2 %	18.2 %	2.0	11,205
	2005	23.9	17.3	23.1	19.8	15.9	1.9	10,806
	2006	25.2	17.3	24.2	18.9	14.4	1.8	11,585
Organ-System approach in basic sciences								
All Schools	2004	25.9 %	12.6 %	22.7 %	22.3 %	16.6 %	1.9	11,199
	2005	26.2	12.6	22.3	22.0	16.9	1.9	10,792
	2006	26.1	12.4	23.3	21.6	16.6	1.9	11,576
Problem-based learning approach								
All Schools	2004	20.5 %	12.6 %	21.2 %	23.8 %	21.8 %	2.1	11,203
	2005	20.4	11.4	21.3	24.4	22.5	2.2	10,798
	2006	20.8	11.5	21.6	24.1	22.0	2.2	11,586

14. How important were the following factors in your choice of this particular medical school?

Note: Means are based on a scale ranging from 0 "Not At All Important" to 4 "Very Important". (Continued)

		Ratings					Mean	Count
		Not At All Important	Slightly Important	Somewhat Important	Moderately Important	Very Important		
Combined baccalaureate-M.D. program								
All Schools	2004	88.1 %	3.3 %	3.0 %	1.6 %	4.0 %	0.3	11,203
	2005	85.8	3.6	3.7	2.2	4.8	0.4	10,802
	2006	85.6	3.7	3.6	2.1	5.0	0.4	11,586
Medical scientist (M.D./Ph.D.) program								
All Schools	2004	83.1 %	5.4 %	4.4 %	2.5 %	4.6 %	0.4	11,200
	2005	79.8	6.1	5.5	3.1	5.5	0.5	10,802
	2006	80.6	6.6	5.3	2.8	4.7	0.4	11,590
Research experience/opportunity								
All Schools	2004	35.5 %	14.3 %	19.0 %	17.3 %	13.9 %	1.6	11,201
	2005	31.1	14.6	20.7	18.1	15.5	1.7	10,808
	2006	29.9	15.2	20.4	19.1	15.3	1.7	11,596
Program of elective courses								
All Schools	2004	27.9 %	14.8 %	23.9 %	21.9 %	11.6 %	1.7	11,198
	2005	28.2	13.6	25.0	21.7	11.6	1.7	10,791
	2006	27.7	13.3	24.6	23.1	11.2	1.8	11,580
It was the only school to offer admission								
All Schools	2004	62.9 %	4.9 %	7.0 %	5.6 %	19.6 %	1.1	11,174
	2005	66.8	4.4	5.2	4.8	18.8	1.0	10,763
	2006	67.1	4.1	5.5	4.8	18.5	1.0	11,549
Friendliness of the administrator, faculty, and/or students								
All Schools	2004	5.2 %	5.6 %	15.4 %	24.3 %	49.5 %	3.1	11,208
	2005	8.4	5.4	15.0	25.2	45.9	2.9	10,805
	2006	7.7	5.4	15.0	25.5	46.4	3.0	11,597

All Schools

	2004	2005	2006
15a. Prior to entering, did you expect the student body at your school to be racially and ethnically diverse?			
	<u>Percent</u>	<u>Percent</u>	<u>Percent</u>
Yes	84.0	86.4	86.4
No	16.0	13.6	13.6
	100	100	100
Number of responses	11,218	10,830	11,634

	Percent	Percent	Percent
15b. To what extent do you expect the racial and ethnic diversity of your school's student body to positively influence your professional growth and development?			
No influence	5.4	6.2	6.2
Minor influence	11.8	12.1	11.8
Moderate influence	34.7	34.5	35.6
Strong influence	35.1	34.0	33.8
Major influence	13.1	13.2	12.6
	100	100	100
Number of responses	9,427	9,361	10,057

16. For each of the following persons, please rate the utility of the advice given regarding the medical school application process.
Note: Means are based on a scale ranging from 0 "Not At All Useful" to 4 "Very Useful".

		Ratings					Mean	Count
		Not At All Useful	Slightly Useful	Somewhat Useful	Moderately Useful	Very Useful		
Premedical advisor								
All Schools	2004	26.5 %	19.1 %	15.9 %	15.3 %	23.2 %	1.9	11,211
	2005	26.3	18.0	16.0	16.9	22.8	1.9	10,822
	2006	26.9	18.1	15.2	16.3	23.5	1.9	11,601
Faculty member								
All Schools	2004	21.5 %	19.6 %	24.0 %	19.2 %	15.7 %	1.9	11,197
	2005	22.1	17.8	23.1	21.3	15.7	1.9	10,811
	2006	22.4	18.2	23.0	20.5	15.9	1.9	11,580
Physician								
All Schools	2004	26.3 %	17.3 %	20.5 %	17.6 %	18.2 %	1.8	11,196
	2005	26.1	15.7	20.7	18.6	18.9	1.9	10,810
	2006	25.5	15.4	20.8	19.4	18.9	1.9	11,583
Family member								
All Schools	2004	24.9 %	17.4 %	19.5 %	17.3 %	20.9 %	1.9	11,199
	2005	25.3	16.6	19.4	18.6	20.2	1.9	10,814
	2006	24.7	15.9	19.4	18.5	21.5	2.0	11,586

16. For each of the following persons, please rate the utility of the advice given regarding the medical school application process. Note: Means are based on a scale ranging from 0 "Not At All Useful" to 4 "Very Useful". (Continued)

		Ratings					Mean	Count
		Not At All Useful	Slightly Useful	Somewhat Useful	Moderately Useful	Very Useful		
Another student or medical student								
All Schools	2004	6.6 %	7.2 %	17.3 %	29.1 %	39.8 %	2.9	11,206
	2005	7.5	6.9	16.1	29.8	39.7	2.9	10,812
	2006	7.9	7.1	16.3	29.0	39.8	2.9	11,592
Career/guidance counselor								
All Schools	2004	65.0 %	14.6 %	11.3 %	5.8 %	3.4 %	0.7	11,186
	2005	63.7	14.5	11.8	6.4	3.6	0.7	10,787
	2006	64.9	14.7	11.0	6.1	3.3	0.7	11,566
Other								
All Schools	2004	61.8 %	5.1 %	11.3 %	8.5 %	13.3 %	1.1	11,031
	2005	63.5	5.3	10.4	8.2	12.5	1.0	10,585
	2006	64.9	5.1	10.6	7.4	11.9	1.0	11,365

17. Referring only to the medical school you now attend, please indicate which of the following topics were covered in the application materials. Note: The divisor in computing percentages is the count of students who responded to the questionnaire. Percentages may not sum to 100% as multiple responses are allowed.

All Schools

	2004 Percent	2005 Percent	2006 Percent
Your interest in a general specialty career, family practice, general internal medicine, or general pediatrics.	64.5	58.3	55.5
Your interest for practice in a geographically underserved (e.g., rural or inner city) area.	52.3	52.0	51.2
Your interest for practice in a socioeconomically deprived area.	45.3	46.7	46.3

18. Indicate any programs you participated in to prepare for a career in medicine or science. Note: The divisor in computing percentages is the count of students who responded to the questionnaire. Percentage may not sum to 100% as multiple responses are allowed.

	Percent	Percent	Percent
Magnet science/health science high school	8.3	7.9	7.7
Summer laboratory research apprenticeship for high school students	12.8	12.6	12.2
Classroom-based summer, after-school, or Saturday program for high school students	8.5	8.2	8.0
Laboratory research apprenticeship for college students	52.6	52.9	54.1
Summer academic enrichment program for college students	13.5	13.2	13.4
MCAT preparation course	71.2	71.3	72.2
Non-degree post baccalaureate program to strengthen academic skills	7.2	6.9	6.5
Non-degree post baccalaureate program to complete premedical requirements	8.4	9.0	9.1
Volunteered or worked in the healthcare field	90.9	90.6	90.9

	All Schools		
	2004	2005	2006
	<u>Percent</u>	<u>Percent</u>	<u>Percent</u>
19a. Which of the following areas were covered during your interview at the school where you matriculated?			
Note: The divisor in computing percentages is the count of students who responded to the questionnaire. Percentages may not sum to 100% as multiple responses are allowed.			
Potential for success as a medical student	76.3	76.4	75.6
Assessment of academic ability	68.2	67.1	65.7
Assessment of the basis for your interest in medicine	87.5	86.3	86.9
Leadership skills	64.9	65.1	65.4
Realistic self-appraisal	58.3	56.7	56.0
Determination	70.1	67.5	67.2
Social interest/compassion	79.1	78.3	78.9
Maturity	74.0	73.4	73.7
Coping skills	51.7	49.2	50.0
Communication skills	80.7	79.2	79.1
Recruiting/public relations information	20.9	19.1	20.0
Preview of the medical school	74.7	73.2	73.8
Assessment of your interest in a generalist specialty career - family practice, general internal medicine, or general pediatrics	41.1	44.3	43.0
Assessment of your interest to practice in the state or region served by the medical school	36.5	34.4	34.6
Was not interviewed	1.6	1.7	1.6
19b. In the course of this interview, was reference made to your			
Select all that apply: Note: The divisor in computing percentages is the count of students who responded to the questionnaire. Percentages may not sum to 100% as multiple responses are allowed.			
Gender	8.9	8.5	7.6
Race-ethnicity	10.3	11.6	11.4
Disability or any assumed handicapping condition	0.9	1.7	1.6
Sexual orientation	0.5	1.0	1.1
Religious beliefs	8.3	9.1	8.8
Note: Respondents were instructed to answer question 20 only if a year or longer had elapsed between receipt of their bachelor's degree and entry into medical school.			
20. Indicate how you spent the time between college and entering medical school. Note: The divisor in computing percentages is the count of students who responded to the questionnaire. Percentages may not sum to 100% as multiple responses are allowed.			
Worked at another career	30.3	33.1	33.1
Worked to secure financing	11.0	12.9	12.9
Continued coursework to strengthen application to medical school	12.5	13.1	13.5
Took premedical courses for the first time	5.8	6.6	6.9
Pursued graduate studies	10.6	10.8	11.0
Raised a family	2.4	2.5	2.6
Traveled	16.9	20.5	21.0
Other	12.9	11.5	12.2

	All Schools		
	2004	2005	2006
	<u>Percent</u>	<u>Percent</u>	<u>Percent</u>
21a. Are you planning to become certified in one of the 25 general specialties listed below?			
Yes	66.1	55.9	54.8
No	2.4	3.0	2.4
Undecided	31.5	41.1	42.8
	<u>100</u>	<u>100</u>	<u>100</u>
Number of responses	11,224	10,841	11,649
21b. If yes, what general specialty are you considering? The divisor in computing percentages is the count of Yes responses in Question 21a.			
Allergy and Immunology	1.1	1.0	0.9
Anesthesiology	2.3	2.6	2.9
Colon & Rectal Surgery	0.1	0.2	0.1
Dermatology	3.7	3.7	3.6
Emergency Medicine	8.9	7.5	7.7
Family Practice	9.9	4.9	4.7
Internal Medicine	11.7	13.9	12.9
Medical Genetics	0.3	0.4	0.3
Neurological Surgery	2.6	3.7	3.1
Neurology	3.6	4.2	4.0
Nuclear Medicine	0.1	0.2	0.2
Obstetrics and Gynecology	4.8	4.9	4.6
Ophthalmology	2.2	2.5	2.3
Orthopedic Surgery	9.6	9.3	10.4
Otolaryngology	1.1	1.2	1.3
Pathology	1.1	1.1	1.4
Pediatrics	16.3	13.9	14.0
Physical Medicine & Rehabilitation	0.6	0.8	0.7
Preventive Medicine	1.0	0.5	0.5
Plastic Surgery	1.9	2.5	2.2
Psychiatry	2.1	1.9	1.7
Radiology	3.2	4.3	4.2
Surgery	9.6	12.5	13.8
Thoracic Surgery	1.7	1.6	1.9
Urology	0.5	0.4	0.4
	<u>100</u>	<u>100</u>	<u>100</u>
Number of responses	7,416	6,062	6,388

	All Schools		
	2004	2005	2006
	<u>Percent</u>	<u>Percent</u>	<u>Percent</u>
22. Indicate your career intentions from the different career activities:			
Full-time academic faculty: Basic science teaching and research	1.4	1.3	1.3
Full-time academic faculty: Clinical teaching, research and patient care	12.6	13.0	14.1
Non-university research scientist: Basic medical sciences	0.1	0.2	0.2
Non-university research scientist: Clinical disciplines	0.4	0.2	0.2
Full-time clinical practice: Solo practice	3.0	2.8	2.9
Full-time clinical practice: In partnership with another physician	7.6	7.9	6.8
Full-time clinical practice: In a group of 3 or more physicians	28.0	24.4	22.7
Full-time clinical practice: Join a closed panel (group or staff model) HMO	0.7	0.6	0.6
Full-time clinical practice: Salaried, hospital based	15.9	15.1	15.8
Other: State or federal agency	3.7	3.0	3.0
Other: Medical/Healthcare administration, without practice	0.4	0.4	0.3
Other	1.9	2.5	2.4
Undecided	24.3	28.5	29.7
	<u>100</u>	<u>100</u>	<u>100</u>
Number of responses	11,199	10,793	11,600
Subtotals for career activity area:			
Full-time academic faculty	14.0	14.4	15.4
Non-university research scientist	0.6	0.4	0.4
Full-time clinical practice	55.1	50.8	48.8
Other	6.0	6.0	5.7
Undecided	24.3	28.5	29.7
	<u>100</u>	<u>100</u>	<u>100</u>
Number of responses	11,199	10,793	11,600
23. How extensively do you expect to be involved in research during your medical career?			
Exclusively	0.5	0.6	0.5
Significantly involved	10.9	12.6	12.5
Somewhat involved	37.7	41.0	41.9
Involved in a limited way	44.6	40.6	39.7
Not involved	6.2	5.2	5.4
	<u>100</u>	<u>100</u>	<u>100</u>
Number of responses	11,212	10,823	11,620

	All Schools		
	2004	2005	2006
	<u>Percent</u>	<u>Percent</u>	<u>Percent</u>
24. Where do you hope to practice after completing your residency/fellowship training?			
Alabama	1.0	1.0	1.2
Alaska	0.2	0.2	0.2
Arizona	0.5	0.6	0.5
Arkansas	0.1	0.4	0.5
California	12.1	12.6	13.0
Colorado	2.1	1.6	1.6
Connecticut	0.5	0.4	0.5
Delaware	0.1	0.1	0.1
District of Columbia	0.8	0.9	0.8
Florida	3.1	3.8	3.4
Georgia	2.6	2.5	2.4
Hawaii	0.8	0.6	0.7
Idaho	0.3	0.3	0.3
Illinois	3.2	3.8	3.9
Indiana	0.4	0.4	0.1
Iowa	0.4	0.3	0.3
Kansas	0.9	0.8	0.8
Kentucky	1.0	1.0	0.9
Louisiana	1.6	1.5	0.6
Maine	0.2	0.1	0.1
Maryland	1.5	1.5	1.4
Massachusetts	2.7	3.1	3.0
Michigan	2.2	1.9	1.8
Minnesota	1.2	1.5	1.6
Mississippi	0.7	0.6	0.6
Missouri	0.8	0.8	0.8
Montana	0.5	0.3	0.4
Nebraska	0.4	0.3	0.5
Nevada	0.4	0.3	0.3
New Hampshire	0.1	0.1	0.1
New Jersey	1.2	1.0	1.0
New Mexico	0.4	0.3	0.3
New York	7.5	7.4	7.5
North Carolina	2.4	2.6	2.4
North Dakota	0.2	0.2	0.2
Ohio	1.9	1.5	1.7
Oklahoma	0.7	0.8	0.7
Oregon	0.9	1.0	1.2
Pennsylvania	2.4	2.3	2.6
Puerto Rico	1.0	0.9	0.7
Rhode Island	0.1	0.1	0.1
South Carolina	0.9	0.9	0.8
South Dakota	0.3	0.3	0.3

All Schools

	2004	2005	2006
	<u>Percent</u>	<u>Percent</u>	<u>Percent</u>
Tennessee	1.3	1.0	1.3
Texas	5.7	5.5	5.0
Utah	0.7	0.4	0.8
Vermont	0.2	0.1	0.3
Virginia	1.4	1.0	1.2
Washington	1.8	1.9	1.9
West Virginia	0.6	0.4	0.5
Wisconsin	0.9	1.2	1.0
Wyoming	0.2	0.1	0.2
Canada	0.2	0.0	0.0
Other Foreign Country	1.9	2.2	2.4
U.S. Territory/Possession	0.2	0.0	0.0
Undecided	22.9	22.9	23.1
	<u>100</u>	<u>100</u>	<u>100</u>
Number of responses	11,163	10,715	11,458

25. Please indicate the setting in which you plan to practice after the completion of your medical education:

Large city (population 500,000 or more)	28.6	28.9	30.3
Suburb of a large city	14.0	13.1	13.3
City of moderate size (population 50,000 to 500,000)	17.7	17.7	17.4
Suburb of a moderate size city	4.8	5.2	5.0
Small city (population 10,000 to 50,000--other than suburb)	5.7	5.5	4.8
Town (population 2,500 to 10,000--other than suburb)	3.0	3.2	2.5
Small town (population less than 2,500)	1.4	1.2	1.1
Rural/unincorporated area	2.2	2.0	2.2
Undecided or no preference	22.6	23.2	23.4
	<u>100</u>	<u>100</u>	<u>100</u>
Number of responses	11,186	10,783	11,561

26. Please indicate whether you agree or disagree with the following perceptions of medicine and medical practice.

Note: The divisor used in computing percentages is the number of respondents for that particular statement.

Note: Means are based on a scale ranging from 1 "Strongly Agree" to 5 "Strongly Disagree"

		Ratings					Mean	Count
		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree		
Medicine will not be as financially rewarding in the future as in the past								
All Schools	2004	23.6 %	47.3 %	13.6 %	12.5 %	3.1 %	2.2	11,212
	2005	21.1	46.9	15.2	13.3	3.4	2.3	10,806
	2006	19.8	46.5	15.7	13.9	4.1	2.4	11,605

26. Please indicate whether you agree or disagree with the following perceptions of medicine and medical practice.
 Note: The divisor used in computing percentages is the number of respondents for that particular statement.
 Note: Means are based on a scale ranging from 1 "Strongly Agree" to 5 "Strongly Disagree"(Continued)

		Ratings					Mean	Count
		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree		
Physicians will not receive the same respect from the society in the future as they have in the past								
All Schools	2004	8.1 %	29.3 %	11.2 %	35.3 %	16.0 %	3.2	11,208
	2005	7.8	30.1	12.1	33.6	16.3	3.2	10,803
	2006	8.0	28.7	11.9	34.0	17.5	3.2	11,602
Changes in the healthcare system are impairing physician's independence								
All Schools	2004	42.3 %	45.7 %	8.1 %	3.4 %	0.5 %	1.7	11,210
	2005	38.0	47.7	10.0	3.7	0.6	1.8	10,802
	2006	34.4	48.3	12.0	4.5	0.9	1.9	11,602
The administrative requirements of the healthcare financing system are too burdensome on physicians								
All Schools	2004	33.6 %	46.3 %	16.0 %	3.7 %	0.5 %	1.9	11,202
	2005	29.9	47.4	17.7	4.4	0.5	2.0	10,791
	2006	29.0	46.9	18.8	4.8	0.6	2.0	11,590
Physician's legal liabilities and the high cost of malpractice insurance are major problems								
All Schools	2004	72.4 %	23.1 %	3.3 %	1.0 %	0.2 %	1.3	11,209
	2005	65.4	27.8	4.8	1.6	0.4	1.4	10,799
	2006	60.1	31.6	5.8	2.1	0.4	1.5	11,593
The demands of a physician's work interfere too much with family relations								
All Schools	2004	8.5 %	47.4 %	20.0 %	21.8 %	2.3 %	2.6	11,204
	2005	7.5	43.5	22.7	23.4	2.9	2.7	10,797
	2006	8.0	44.1	21.1	24.1	2.7	2.7	11,590
The demands of a physician's work interfere too much with other interests and pursuits								
All Schools	2004	6.1 %	37.6 %	24.4 %	28.4 %	3.5 %	2.9	11,203
	2005	5.5	34.7	26.8	29.1	3.9	2.9	10,791
	2006	5.7	36.4	25.9	28.1	3.9	2.9	11,585
Specialists are less important than primary care physicians								
All Schools	2004	1.1 %	3.9 %	16.7 %	31.5 %	46.8 %	4.2	11,204
	2005	1.2	4.3	17.7	31.5	45.3	4.2	10,796
	2006	1.3	4.7	17.8	32.0	44.3	4.1	11,592

**26. Please indicate whether you agree or disagree with the following perceptions of medicine and medical practice.****Note: The divisor used in computing percentages is the number of respondents for that particular statement.****Note: Means are based on a scale ranging from 1 "Strongly Agree" to 5 "Strongly Disagree"(Continued)**

		Ratings					Mean	Count
		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree		
Physicians who work hard will always be able to build a successful practice								
All Schools	2004	19.4 %	46.0 %	13.7 %	18.8 %	2.0 %	2.4	11,201
	2005	20.4	47.0	12.2	18.4	2.0	2.3	10,793
	2006	18.8	47.5	12.4	19.4	1.9	2.4	11,587
Having interesting and intelligent colleagues is a major benefit of being a physician								
All Schools	2004	46.5 %	41.2 %	9.8 %	2.0 %	0.5 %	1.7	11,205
	2005	45.6	41.6	10.0	2.3	0.5	1.7	10,793
	2006	45.4	42.3	9.9	2.0	0.4	1.7	11,595
Access to medical care continues to be a major problem in the United States								
All Schools	2004	62.3 %	28.1 %	5.5 %	3.4 %	0.8 %	1.5	11,205
	2005	62.1	27.3	6.1	3.8	0.6	1.5	10,800
	2006	64.9	26.2	5.3	3.2	0.4	1.5	11,597
Everyone is entitled to receive adequate medical care regardless of his or her ability to pay								
All Schools	2004	66.5 %	23.0 %	5.8 %	3.5 %	1.3 %	1.5	11,204
	2005	65.7	23.4	6.1	3.5	1.3	1.5	10,797
	2006	65.9	23.7	5.7	3.4	1.3	1.5	11,594
Physicians have an opportunity to exercise greater influence on health promotion and disease								
All Schools	2004	57.3 %	36.4 %	5.2 %	0.9 %	0.2 %	1.5	11,202
	2005	58.6	34.1	6.2	0.9	0.2	1.5	10,787
	2006	58.8	34.4	5.8	0.9	0.1	1.5	11,589
Physicians have an obligation to care for a reasonable number of patients who will be unable to pay for the services they receive								
All Schools	2004	46.7 %	37.2 %	10.6 %	4.4 %	1.1 %	1.8	11,204
	2005	48.4	35.5	10.4	4.4	1.3	1.7	10,787
	2006	49.4	35.3	9.8	4.4	1.1	1.7	11,592
Advances in the biomedical sciences and their application to the care of patients will make the practice of medicine more challenging and rewarding in the near future								
All Schools	2004	49.5 %	39.5 %	9.3 %	1.5 %	0.2 %	1.6	11,201
	2005	46.8	40.7	10.7	1.6	0.1	1.7	10,784
	2006	47.7	40.1	10.3	1.7	0.2	1.7	11,586

26. Please indicate whether you agree or disagree with the following perceptions of medicine and medical practice.
 Note: The divisor used in computing percentages is the number of respondents for that particular statement.
 Note: Means are based on a scale ranging from 1 "Strongly Agree" to 5 "Strongly Disagree"(Continued)

		Ratings					Mean	Count
		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree		
Use of animals in research is necessary for the advancement of medicine								
All Schools	2004	52.5 %	36.0 %	7.8 %	3.0%	0.8 %	1.6	11,206
	2005	46.1	37.3	12.7	3.0	0.9	1.8	10,784
	2006	46.2	37.4	12.5	3.0	0.8	1.7	11,581
Cure of disease is the most important purpose of medicine								
All Schools	2004	8.8 %	41.4 %	13.2 %	31.7%	4.9 %	2.8	11,201
	2005	8.4	38.5	16.9	30.8	5.4	2.9	10,780
	2006	8.7	39.2	16.1	31.2	4.8	2.8	11,583
Relief of patients' suffering is the most important pursuit of medicine								
All Schools	2004	33.2 %	46.2 %	10.3 %	9.3%	1.0 %	2.0	11,198
	2005	31.5	45.6	12.8	8.9	1.2	2.0	10,778
	2006	31.6	46.1	12.2	9.1	1.0	2.0	11,576

27a. Do you plan to locate your practice in an underserved area?

All Schools

	2004 Percent	2005 Percent	2006 Percent
No	23.8	22.1	21.4
Undecided	54.3	54.3	54.2
Yes	21.9	23.6	24.4
	100	100	100
Number of responses	11,209	10,818	11,604

27b. If yes, indicate the likely location. Note: The divisor used in computing percentages is the count of Yes responses to Question 27a above.

	Percent	Percent	Percent
Rural community	38.9	33.8	32.5
Inner-city community	48.8	51.2	51.7
Other	12.3	15.0	15.7
	100	100	100
Number of responses	2,454	2,553	2,832

	All Schools		
	2004	2005	2006
	<u>Percent</u>	<u>Percent</u>	<u>Percent</u>
28a. Regardless of location, do you plan to work primarily with minority populations? Note: The divisor used in computing percentages is the count of responses to this question.			
No	35.0	34.4	32.5
Undecided	49.5	50.4	52.3
Yes	15.5	15.1	15.2
	<u>100</u>	<u>100</u>	<u>100</u>
Number of responses	11,201	10,809	11,593
28b. If yes, indicate the minority population(s). Note: The divisor in computing percentages is the count of Yes responses in Question 28a above. Percentages may not sum to 100% as multiple responses are allowed. Starting in 2005, respondents were directed to select only one as opposed to population(s).			
African American	63.3	42.4	44.5
Hispanic	76.1	55.5	57.6
Native American	32.6	10.5	13.3
Asian	40.9	19.4	19.4
Other	10.3	12.2	11.5
29. Please indicate your current marital status:			
Never married	81.9	82.6	82.5
Separated	0.2	0.2	0.2
Divorced	0.5	0.6	0.7
Widowed	0.0	0.1	0.0
Engaged	4.6	4.5	4.7
Married/Domestic Partner	12.7	12.1	11.9
	<u>100</u>	<u>100</u>	<u>100</u>
Number of responses	11,223	10,808	11,610
30. Please indicate the highest educational level attained by your parents.			
Father's education:			
Eighth grade or less	1.5	1.4	1.3
Some high school	1.5	1.7	1.7
High school graduate	8.5	8.3	8.4
Specialized business or technical training (beyond high school)	3.3	3.2	2.7
Some college (incl. Associate degree)	8.8	8.8	9.0
Completed college (B.A., B.S.)	20.7	20.5	20.5
Some graduate or professional school (req. work beyond college)	5.0	4.7	4.7
Master's	18.4	18.6	18.3
J.D.	4.4	4.3	4.2
Ph.D., Ed.D., Sci. D., or equivalent	8.9	8.6	8.5
D.D.S., D.V.M., D.P.M., or equivalent	2.4	2.4	2.2
M.D., D.O., or equivalent	15.2	15.8	17.0
M.D. combined with Ph.D./M.D. combined with J.D.	0.7	1.0	1.0
Don't Know	0.7	0.7	0.7
	<u>100</u>	<u>100</u>	<u>100</u>
Number of responses	11,205	10,768	11,566

	All Schools		
	2004	2005	2006
	<u>Percent</u>	<u>Percent</u>	<u>Percent</u>
30. Mother's education:			
Eighth grade or less	1.5	1.5	1.3
Some high school	1.3	1.8	1.5
High school graduate	10.4	10.4	10.1
Specialized business or technical training (beyond high school)	3.8	3.9	3.4
Some college (incl. Associate degree)	15.8	15.1	14.7
Completed college (B.A., B.S.)	28.0	27.0	27.6
Some graduate or professional school (req. work beyond college)	7.4	6.9	7.1
Master's	22.1	22.5	23.1
J.D.	1.4	1.7	1.6
Ph.D., Ed.D., Sci. D., or equivalent	3.3	3.5	3.4
D.D.S., D.V.M., D.P.M., or equivalent	0.5	0.5	0.7
M.D., D.O., or equivalent	4.1	4.6	5.0
M.D. combined with Ph.D./M.D. combined with J.D.	0.2	0.2	0.2
Don't Know	0.2	0.3	0.3
	<u>100</u>	<u>100</u>	<u>100</u>
Number of responses	11,201	10,781	11,587
31. Please indicate if either parent is employed, unemployed, retired, or deceased.			
Father's employment status:			
Employed	82.2	82.4	82.8
Unemployed or seeking employment	3.1	2.9	3.0
Retired	9.1	8.7	9.1
Deceased	3.7	3.8	3.2
Don't Know	1.9	2.2	1.9
	<u>100</u>	<u>100</u>	<u>100</u>
Number of responses	11,188	10,722	11,539
Mother's employment status:			
Employed	72.0	72.4	73.9
Unemployed or seeking employment	16.6	15.9	15.3
Retired	9.2	9.1	8.9
Deceased	1.6	2.0	1.4
Don't Know	0.6	0.7	0.5
	<u>100</u>	<u>100</u>	<u>100</u>
Number of responses	11,179	10,685	11,500

	All Schools		
	2004	2005	2006
	<u>Percent</u>	<u>Percent</u>	<u>Percent</u>
32. Please indicate each parent's occupation during the major portion of the past year.			
Father's occupation:			
Physician (M.D., M.D./Ph.D., or D.O.)	15.7	16.0	17.1
Dentist, Veterinarian, Optometrist, Podiatrist, or Pharmacist	3.3	3.3	2.8
Nurse	0.5	0.5	0.5
Health worker other than above	2.2	1.6	1.7
Lawyer or judge	3.9	3.6	3.7
Mathematician or computer scientist	1.8	2.0	1.8
Natural scientist	1.8	2.0	2.0
Teacher--college/university	3.3	3.3	3.4
Teacher--other than college/univeristy	2.8	2.9	2.7
Owner, executive, manager--corporate business, or small business	13.2	10.5	10.6
Technician or semi-professional not listed elsewhere	2.7	3.0	3.0
Business or professional not listed elsewhere	17.8	22.1	21.9
Secretary	0.0	0.0	0.0
Other clerical worker (file clerk, bookkeeper, receptionist)	0.3	0.3	0.3
Sales	2.5	3.2	3.2
Service worker (Police officer, firefighter, other service)	2.7	2.4	2.2
Skilled worker	6.5	5.8	6.1
Unskilled worker	2.1	2.0	2.1
Farmer, farm manager, farm supervisor, or farm worker	1.6	1.2	1.2
Homemaker	0.5	0.5	0.3
Student	0.2	0.1	0.1
Other	12.0	10.8	10.6
Don't Know	2.6	2.7	2.5
	<u>100</u>	<u>100</u>	<u>100</u>
Number of responses	11,114	10,362	11,130

All Schools

	All Schools		
	2004	2005	2006
	Percent	Percent	Percent
Mother's occupation:			
Physician (M.D., M.D./Ph.D., or D.O.)	4.0	4.1	4.6
Dentist, Veterinarian, Optometrist, Podiatrist, or Pharmacist	0.9	1.2	1.4
Nurse	8.1	7.9	8.0
Health worker other than above	6.7	5.9	6.4
Lawyer or judge	1.0	1.2	1.2
Mathematician or computer scientist	0.8	0.9	0.9
Natural scientist	0.6	0.8	0.8
Teacher--college/university	2.0	2.4	2.2
Teacher--other than college/univeristy	14.8	14.3	13.6
Owner, executive, manager--corporate business, or small business	5.0	4.4	5.1
Technician or semi-professional not listed elsewhere	1.2	1.7	1.6
Business or professional not listed elsewhere	9.0	10.9	11.5
Secretary	3.9	3.8	3.7
Other clerical worker (file clerk, bookkeeper, receptionist)	5.1	4.9	4.8
Sales	2.7	2.4	2.4
Service worker (Police officer, firefighter, other service)	1.3	1.1	1.1
Skilled worker	1.3	1.8	1.8
Unskilled worker	1.9	2.2	2.1
Farmer, farm manager, farm supervisor, or farm worker	0.4	0.3	0.2
Homemaker	19.2	16.3	15.3
Student	0.8	0.5	0.6
Other	8.8	10.3	10.0
Don't Know	0.6	0.6	0.7
	<hr/>	<hr/>	<hr/>
	100	100	100
Number of responses	11,112	10,382	11,178
33a. Regardless of your dependency status, please indicate your parents' combined gross income for last year:			
Less than \$10,000	1.1	1.2	1.0
\$10,000 - \$19,999	2.7	2.7	2.6
\$20,000 - \$29,999	3.8	3.7	2.9
\$30,000 - \$39,999	5.0	4.3	4.0
\$40,000 - \$49,999	5.3	5.1	4.6
\$50,000 - \$74,999	16.8	15.2	15.6
\$75,000 - \$99,999	13.8	13.4	12.8
\$100,000 - \$249,999	39.4	40.6	41.9
\$250,000 - \$499,999	8.8	9.8	10.2
\$500,000 or more	3.3	4.1	4.3
	<hr/>	<hr/>	<hr/>
	100	100	100
Number of responses	10,359	9,676	10,502
Average income of parents:	\$133,181	\$145,552	\$149,779

	All Schools		
	2004	2005	2006
	<u>Percent</u>	<u>Percent</u>	<u>Percent</u>
33b. The above figure represents the income of:			
Father only	20.9	19.7	18.7
Mother only	10.2	10.6	10.0
Both parents	66.9	67.9	69.6
Other	1.9	1.9	1.8
	<u>100</u>	<u>100</u>	<u>100</u>
Number of responses	10,748	10,099	10,875
34. Do you have any outstanding educational loans for your college/premedical education that you are legally required to repay?			
No	61.6	60.6	61.5
Yes	38.4	39.4	38.5
	<u>100</u>	<u>100</u>	<u>100</u>
Number of responses	11,147	10,744	11,551
Premedical debt amount:			
No debt (\$0)	61.7	62.6	61.6
\$1 to \$4,999	3.4	3.3	2.6
\$5,000 to \$9,999	5.7	5.1	5.1
\$10,000 to \$14,999	6.9	5.9	6.3
\$15,000 to \$19,999	6.9	6.4	6.6
\$20,000 to \$24,999	4.5	4.7	4.9
\$25,000 to \$29,999	2.4	2.3	2.4
\$30,000 to \$49,999	5.1	5.6	5.8
\$50,000 to \$74,999	2.3	2.6	2.9
\$75,000 to \$99,999	0.6	0.8	1.0
\$100,000 or more	0.5	0.7	0.7
	<u>100</u>	<u>100</u>	<u>100</u>
Number of responses	11,131	10,408	11,524
Mean premedical debt	\$21,425	\$23,682	\$24,281
35. How were your college/premedical costs paid? Please enter a percentage for each applicable category to total 100%. Note: The percentage is the average of the percentages for the category.			
Scholarships or awards	34.8	34.7	35.0
Loans	14.9	15.4	15.3
Work-study program	1.1	1.2	1.3
Personal income and savings	6.9	6.5	6.2
Money from parents or family	40.3	40.4	40.5
Money earned by spouse	0.4	0.5	0.4
Other	1.6	1.7	1.6
	<u>100</u>	<u>100</u>	<u>100</u>
Number of responses	11,025	10,847	11,675

	All Schools		
	2004	2005	2006
	<u>Percent</u>	<u>Percent</u>	<u>Percent</u>
36. How do you plan to finance your medical school education? Please enter a percentage for each applicable category to total 100%. Note: The percentage is the average of the percentages for the category.			
Scholarships or awards	14.9	14.8	15.3
Loans	64.2	63.9	62.1
Work-study program	0.3	0.3	0.3
Personal income and savings	3.3	3.6	3.9
Money from parents or family	14.8	15.1	15.9
Money earned by spouse	1.1	1.1	1.0
Other	1.5	1.5	1.5
	<u>100</u>	<u>100</u>	<u>100</u>
Number of responses	11,058	10,849	11,675
37. Do you have any non-educational debts, excluding home mortgages (e.g., credit cards, car loan)			
No	77.1	76.8	78.7
Yes	22.9	23.2	21.3
	<u>100</u>	<u>100</u>	<u>100</u>
Number of responses	11,112	10,723	11,504
Non-educational debt amount:			
No debt (\$0)	77.3	78.1	78.9
\$1 to \$4,999	9.2	9.0	8.5
\$5,000 to \$9,999	4.9	5.1	4.9
\$10,000 to \$14,999	3.3	2.6	2.8
\$15,000 to \$19,999	1.6	1.7	1.4
\$20,000 to \$24,999	1.1	1.0	0.9
\$25,000 to \$29,999	0.6	0.4	0.4
\$30,000 to \$49,999	0.7	0.7	0.7
\$50,000 to \$74,999	0.3	0.2	0.2
\$75,000 to \$99,999	0.2	0.2	0.2
\$100,000 or more	0.8	1.0	1.1
	<u>100</u>	<u>100</u>	<u>100</u>
Number of responses	11,083	10,539	11,476
Mean non-educational debt:	\$14,154	\$16,865	\$17,927

	All Schools		
	2004	2005	2006
	<u>Percent</u>	<u>Percent</u>	<u>Percent</u>
38. Control of medical school:			
Private	39.1	41.1	41.6
Public	60.9	58.9	58.4
	<u>100</u>	<u>100</u>	<u>100</u>
Number of responses	11,249	10,864	11,675
39. Region of medical school:			
Northeast	28.6	29.3	30.5
South	33.6	33.8	31.7
Midwest	26.3	25.9	25.9
West	11.5	10.9	11.9
	<u>100</u>	<u>100</u>	<u>100</u>
Number of responses	11,249	10,864	11,675
40. Consent to have personally identifiable information released to my medical school:			
Yes, I do consent	71.1	65.5	64.8
No, I do not consent	28.9	34.5	35.2
	<u>100</u>	<u>100</u>	<u>100</u>
Number of responses	11,249	10,864	11,628
41. Voluntary participation in AAMC student recruitment registries based on personal interests and characteristics:			
Yes, I want to be included	57.2	49.5	49.7
No, I do not want to be included	42.8	50.5	50.3
	<u>100</u>	<u>100</u>	<u>100</u>
Number of responses	11,249	10,864	11,628

Executive Summary

This is the first Executive Summary of a Matriculating Student Questionnaire (MSQ) that has been produced in a number of years. The brief discussion below, as well as the All Schools Summary Report that follows, offer national data with the intent of providing greater perspective to the ongoing endeavor of medical education.

The AAMC also includes national data with each medical school's particular MSQ report. And while it might be true that each school's report becomes clearer when compared to the national picture, the converse is just as true. The aggregated national data cannot truly make sense apart from the concrete responses that reveal the uniqueness of each institution.

Here are just a few of many stories that might be gleaned from the national data:

- 1) *The Rise of the "Undecided."* The 2006 entering class is keeping its options open. In 2004, less than a quarter of matriculants were unsure about their career intentions; two years later, the number has approached one-third (see p. 21). The figures are even more striking in students' plans for future specialization (p. 20). When asked if they planned to become certified in one of 25 listed specialties, 43 percent of 2006 matriculants said they were undecided. In 2004, that figure was 31.5 percent. Ten years ago, in 1996, 23.6 percent were undecided.
- 2) *The Student as Researcher.* More students are entering medical school expecting to be involved in research (p. 21). In the last two years, the numbers of matriculants expecting to be doing research in more than a "limited" way have been 54 and 55 percent, respectively. That's a step up from previous years when, from 1996 through 2004, on average 47 percent expressed the same expectation. The numbers of students expecting to be involved "significantly" or "exclusively" have also risen markedly. In 2005 and 2006, 13 percent of the students chose these responses as compared to an average of 10.4 percent in the previous nine years (1996-2004).
- 3) *The Ongoing Flight to the Cities.* A decade ago, 17 percent of first-years were planning to move to areas of less than 50,000 people. Today, that figure is hovering at just above 10 percent (p. 23). Moreover, those saying they plan to locate among the underserved are trending away from rural communities toward the inner-city (p. 26).

We encourage you to browse the MSQ reports for these and any other stories, especially from your own institutions. And please share what you find; we would like to hear your thoughts. Contact us by email at MSQ@aamc.org. Alternatively, you may contact Director Gwen Garrison, PhD (ggarrison@aamc.org) or Program Associate David Matthew, PhD (dmatthew@aamc.org), AAMC Student and Applicant Studies.