



Medical School Year Two Questionnaire

2016 All Schools Summary Report

February 2017

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2016 AAMC Medical School Year Two Questionnaire All Schools Summary Report & Individual School Report

Executive Summary

Background

The Association of American Medical Colleges (AAMC) developed the Medical School Year Two Questionnaire (Y2Q) as a means for the AAMC, medical schools, and other organizations to identify and address issues critical to the future of medical education and the well-being of medical students. These issues include satisfaction with medical education, career and specialty plans, and perceptions of the medical school learning environment. The Y2Q can be used by medical schools, faculty, students, and researchers for benchmarking purposes and for improving medical education programs.

The *All Schools Summary Report* includes national data from the 2014, 2015, and 2016 Y2Qs for comparison purposes, where comparison data are available. Copies of the *All Schools Summary Report* and the survey instrument are publicly available on the AAMC website at www.aamc.org/data/y2q. In addition to the *All Schools Summary Report*, each medical school is separately issued a school report displaying data for the school alongside the national data. By request, regional campuses and programs offering specialized medical training under the aegis of an accredited institution are also issued campus reports if the campus or program had five or more respondents. Campus reports display data for the campus alongside data for the parent institution (with combined data for all campuses). School and campus reports are made available to schools' authorized Y2Q contacts.

Methodology

The 2016 Y2Q *All Schools Summary Report* provides aggregate data from active second-year students at U.S. medical education programs accredited by the Liaison Committee on Medical Education (LCME). The 2016 Y2Q was open from October 1, 2016 through January 3, 2017. Initial participants were identified by the AAMC Student Records System (SRS). While the survey was open, medical schools could request changes to the list of eligible participants to reflect changes in second-year status. The AAMC sent email invitations and reminders to students using the email addresses on record in SRS.

The data in the 2016 Y2Q *All Schools Summary Report* reflect the responses of 12,457 individuals at the 142 medical schools with second-year students in the 2016-2017 academic year. This represents a 59.5 percent response rate of the 20,947 individuals identified by SRS as active second-year students when the survey closed. As a comparison, the 2015 Y2Q response rate was 56.2 percent. Survey data for participating individuals may not be comparable to data for nonparticipants.

The response rates for the 2016 Y2Q varied among the 142 medical schools. There were 11 medical schools with response rates of 90 percent or above; 40 medical schools with response rates between 70 and 89 percent; 53 medical schools with response rates between 50 and 69 percent; 27 medical schools with response rates between 30 and 49 percent; and 11 medical schools with response rates below 30 percent.

The Y2Q included questions regarding the lifestyles, personal characteristics, and learning environments of second-year medical students. Established research scales were included to assess tolerance for ambiguity, empathy, quality of life, perceived stress, perceptions of the learning environment, and burnout. Descriptions of each scale and scoring conventions are provided within the report. Where applicable, a reliability estimate (Cronbach's alpha) is also provided as a measure of internal consistency. A reference list of articles describing these scales is provided at the end of this report.

Percentages displayed in the report may not sum to 100 due to rounding or to questions permitting more than one response. All percentages are rounded. As a result, a percentage of "0.0" does not necessarily indicate that no students responded to that survey option.

Y2Q Content Changes

As part of ongoing efforts to re-engineer and align the AAMC Student Surveys, minor changes were made to the 2016 Y2Q. For new survey items, comparisons to prior years cannot be made. Blank rows and columns indicate that comparable data are not available.

For the second year, the 2016 Y2Q included questions regarding gender identity and sexual orientation. However, in 2016, the gender identity question was revised to a two-part question asking for an individual's sex assigned at birth as well as the individual's current gender identity. Using the answers from both of these questions, the data were aggregated and reported as: "Same gender identity as the sex assigned at birth," and "Different gender identity from the sex assigned at birth." For the sexual orientation question, if participants did not self-identify with one of the available response options, they had the opportunity to indicate how they self-identify in a separate text box. These responses are not reflected in the sexual orientation results but are used to evaluate any future need to modify the sexual orientation question. The results for the gender identity and sexual orientation questions are presented in aggregate in the *All Schools Summary Report* only. The data are not displayed in the school-level or campus-level reports.

The 2016 Y2Q discontinued three questions that had been on prior-year surveys: "Have you participated in any required curricular activities where you had the opportunity to learn with students from different health professions?" "With which other profession(s) have you had the opportunity to participate or interact in educational activities?" and "What was the nature of the learning experience(s) with other health professions students?"

Y2Q Report Modifications

In alignment with other AAMC reports, race and ethnicity data are now reported for U.S. citizens and permanent residents only and are aggregated to the highest reporting categories. The race and ethnicity data for prior-year Y2Q surveys have been updated to reflect the current reporting convention. As a result, the race and ethnicity data for 2014 and 2015 displayed in the 2016 report may differ from what was displayed in the 2014 and 2015 reports.

Selected Findings

Second-Year Medical Students Report Satisfaction with Their Medical School Education.

Eighty-five percent of second-year medical students in 2016 reported being satisfied with the quality of their medical education. This figure comprises fifty-five percent who responded "Agree" and thirty percent who responded "Strongly agree" to the statement, "Overall, I am satisfied with the quality of my medical education."

In-Person Class Attendance Declines as Virtual Class Attendance Rises.

Just over half of second-year medical students in 2016 reported having attended in-person pre-clerkship courses or lectures at their medical school "Most of the time" (36.5 percent) or "Often" (14.1 percent). This represents a small decline from prior years. In 2014, almost fifty-five percent of all second-year medical students reported having attended in-person pre-clerkship courses or lectures at their medical school "Most of the time" (39.4 percent) or "Often" (15.3 percent). Relatedly, the percentage of students who reported "Almost never" attending in-person courses or lectures has increased over these years (2014: 16.8 percent; 2016: 20.3 percent).

Greater than fifty-seven percent of second-year medical students in 2016 also said they attended a virtual pre-clerkship course or lecture at their medical school "Most of the time" (41.6 percent) or "Often" (15.7 percent). This represents an increase over prior years (2014: 50.8 percent; 2015: 52.6 percent).

Student Awareness of Mistreatment Policies and Procedures Continues to Increase.

Eighty-eight percent of second-year medical students in 2016 reported that they are aware that their school has policies regarding the mistreatment of medical students. The percentage of students reporting awareness of these

policies has increased over the past two years (2014: 84.6 percent, 2015: 86.0 percent). Additionally, sixty-four percent of second-year medical students reported knowing the procedures at their medical school for reporting mistreatment. This also represents an increase over prior years (2014: 58.3 percent, 2015: 61.6 percent).

Faculty Practice What They Preach, Say Most Students.

Consistent with what was reported by their predecessors in 2014 and 2015, nearly two-thirds of 2016 second-year medical students felt that there are “Never” (18.0 percent) or “Almost never” (47.5 percent) “disconnects between what I am taught about professional behaviors/attitudes and what I see being demonstrated by faculty.”

When asked if they would agree that their medical school has “done a good job fostering and nurturing” their “development as a future physician,” ninety-two percent of second-year medical students in 2016 said that they “Agree” (47.8 percent) or “Strongly agree” (44.1 percent). When asked whether their medical school has done a good job fostering and nurturing their development “as a person,” seventy-one percent indicated that they “Agree” (44.0 percent) or “Strongly agree” (27.4 percent).

Medical Students Continue to Desire Work/Life Balance and Stability in Their Future Careers.

Beginning in 2015, the Y2Q asked second-year medical students what factors they considered when thinking about their career path after medical school. In 2016, the factors most frequently selected as “Essential” were “Work/life balance” (50.6 percent), “Stable/secure future” (42.5 percent), and “Ability to pay off debt” (39.5 percent). These were also the top three factors that second-year students cited in 2015. The career considerations that were least frequently cited as essential in 2016 were “Social recognition or status” (1.9 percent) and “High income potential” (4.8 percent). These factors were also the least cited in 2015.

When asked, “If you could revisit your career choice, would you choose to attend medical school again?” nine out of ten second-year medical students in 2016 reported either “Yes” (61.3 percent) or “Probably yes” (28.5 percent).

Second-Year Medical Students Self-Report Their Marital Status, Gender Identity, Sexual Orientation.

About one in seven second-year medical students in 2016 said they were married (12.8 percent) or in a common law or civil union (0.3 percent) relationship. Four percent said they had dependents other than a spouse. Respondents most commonly self-identified as heterosexual or straight (92.4 percent), with four percent (4.0 percent) identifying as gay or lesbian and just under four percent (3.7 percent) identifying as bisexual. One-half of one percent identified as having a gender identity that differed from the sex they had been assigned at birth.

Providing Feedback

We encourage constituents to provide feedback regarding the Y2Q reports. If you would like to provide feedback, please contact Y2Q@aamc.org, or David Matthew, Senior Research and Data Analyst, Data Operations and Services (dmatthew@aamc.org).

		All Schools		
		2014	2015	2016
Total number of students who responded to the questionnaire:		10,270	11,586	12,457
1. Gender:	Note: This information is populated from other AAMC data sources (e.g., SRS).			
		<u>Percent</u>	<u>Percent</u>	<u>Percent</u>
Male		48.9	49.2	49.0
Female		51.1	50.8	51.0
Number of respondents		10,270	11,586	12,455
2. Age during second-year:	Note: This information is populated from other AAMC data sources (e.g., SRS).			
		<u>Percent</u>	<u>Percent</u>	<u>Percent</u>
Under 21		0.1	0.2	0.1
21 through 23		36.3	36.9	36.6
24 through 26		45.2	44.3	45.5
27 through 29		12.1	12.1	11.6
Over 29		6.2	6.6	6.1
Number of respondents		10,270	11,586	12,457
Median age at second-year		24	24	24
3. How do you self-identify?	Note: Percentages may not sum to 100% as multiple responses are allowed. This information is populated from other AAMC data sources (e.g., SRS).			
		<u>Percent</u>	<u>Percent</u>	<u>Percent</u>
American Indian or Alaska Native		1.0	1.0	0.8
Asian		20.0	20.1	22.0
Black or African American		6.7	6.9	7.0
Hispanic, Latino, or of Spanish origin		8.8	8.7	8.8
Native Hawaiian or Other Pacific Islander		0.3	0.3	0.4
White		65.8	65.4	63.4
Other		3.4	3.5	3.5
Non-U.S. citizen and Non-permanent resident		1.4	1.7	1.8
Number of respondents		9,286	10,884	11,895
4. What is your current marital status?				
		<u>Percent</u>	<u>Percent</u>	<u>Percent</u>
Single (never legally married)		84.1	85.2	86.0
Legally married		14.3	13.4	12.8
Common law or civil union		0.6	0.5	0.3
Divorced		0.7	0.6	0.7
Separated, but still legally married		0.3	0.2	0.2
Widowed		0.0	0.0	0.0
Number of respondents		8,892	10,481	11,370

	All Schools		
	2014	2015	2016
5. How many dependents do you have (not including a spouse/partner)?			
	Percent	Percent	Percent
None	94.9	95.5	95.8
One	3.0	2.7	2.3
Two	1.4	1.2	1.2
Three	0.4	0.4	0.4
Four or more	0.2	0.2	0.2
Number of respondents	8,893	10,483	11,371

6. Please indicate the extent to which you agree with the following statement:

		Percentage of Respondents Selecting Each Rating					Count
		Strongly disagree	Disagree	Neutral	Agree	Strongly agree	
Overall, I am satisfied with the quality of my medical education							
All Medical Schools	2016	1.1	4.2	9.4	55.0	30.4	12,450
All Medical Schools	2015	1.3	4.2	9.1	56.4	29.1	11,583
All Medical Schools	2014	1.1	4.4	9.1	55.6	29.8	10,264

7. Please describe how often you attend:

		Percentage of Respondents Selecting Each Rating					Count
		Almost never	Occasionally	Somewhat often	Often	Most of the time	
In-person pre-clerkship courses/lectures at YOUR medical school							
All Medical Schools	2016	20.3	17.2	11.9	14.1	36.5	12,236
All Medical Schools	2015	18.2	16.7	12.9	14.7	37.6	11,318
All Medical Schools	2014	16.8	15.9	12.6	15.3	39.4	9,920
Virtual pre-clerkship courses/lectures (e.g., podcast or video) at YOUR medical school							
All Medical Schools	2016	17.5	14.3	10.9	15.7	41.6	12,142
All Medical Schools	2015	20.3	15.9	11.3	15.8	36.7	11,202
All Medical Schools	2014	20.9	16.4	11.9	15.2	35.5	9,819

8. Please describe how often you utilize the following online resources:

		Percentage of Respondents Selecting Each Rating					Count
		Never	Less than once a month	At least once a month	At least once a week	Daily	
Online medical education courses/lectures from OTHER medical schools							
All Medical Schools	2016	40.2	29.8	14.3	10.8	4.9	12,254
All Medical Schools	2015	37.5	29.5	16.9	11.7	4.4	11,344
All Medical Schools	2014	38.4	30.0	17.5	10.7	3.3	9,915
Online videos for medical education information (e.g., YouTube)							
All Medical Schools	2016	4.5	17.2	26.3	35.8	16.2	12,263
All Medical Schools	2015	4.6	18.4	29.4	34.3	13.4	11,328
All Medical Schools	2014	5.7	22.6	31.8	30.7	9.1	9,908

8. Please describe how often you utilize the following online resources: (Continued)

		Percentage of Respondents Selecting Each Rating					
		Never	Less than once a month	At least once a month	At least once a week	Daily	Count
Other online content for medical education information (e.g., Wikipedia)							
All Medical Schools	2016	1.3	4.3	11.0	39.3	44.1	12,221
All Medical Schools	2015	1.1	3.2	10.0	36.0	49.7	11,312
All Medical Schools	2014	1.0	3.1	8.8	35.4	51.9	9,894

All Schools
9. When did you take, or when do you expect to take, the USMLE Step 1 exam?

	2014	2015	2016
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	Percent	Percent	Percent
I have already taken Step 1	0.2	0.2	0.2
I will take Step 1 before the end of the current calendar year	1.0	0.8	1.1
I will take Step 1 sometime from January to March of next year	11.4	14.4	16.0
I will take Step 1 sometime after March of next year	87.4	84.6	82.7
Number of respondents	9,936	11,356	12,272

10. Are you aware that your school has policies regarding the mistreatment of medical students?

	Percent	Percent	Percent
Yes	84.6	86.0	88.0
No	15.4	14.0	12.0
Number of respondents	9,920	11,351	12,270

11. Do you know the procedures at your school for reporting the mistreatment of medical students?

	Percent	Percent	Percent
Yes	58.3	61.6	63.8
No	41.7	38.4	36.2
Number of respondents	9,933	11,356	12,273

12. Please indicate the extent to which you agree with the following statements about your medical school:

		Percentage of Respondents Selecting Each Rating					
		Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Count
My medical school prepares students to effectively communicate with people across a broad spectrum of backgrounds							
All Medical Schools	2016	0.7	2.8	9.0	46.3	41.3	12,151
All Medical Schools	2015	0.8	3.3	10.4	48.2	37.3	11,218
All Medical Schools	2014	0.6	2.9	9.7	49.4	37.3	9,744
I often feel isolated at school							
All Medical Schools	2016	29.3	41.1	14.8	11.4	3.4	12,109
All Medical Schools	2015	28.6	42.0	15.1	10.9	3.4	11,188
All Medical Schools	2014	28.9	41.1	15.0	11.6	3.5	9,711

**12. Please indicate the extent to which you agree with the following statements about your medical school:
(Continued)**

		Percentage of Respondents Selecting Each Rating					Count
		Strongly disagree	Disagree	Neutral	Agree	Strongly agree	
My teachers and mentors have told me that they have high standards for my performance							
All Medical Schools	2016	1.5	8.1	28.7	45.9	15.8	12,062
All Medical Schools	2015	1.3	7.1	27.2	47.1	17.3	11,177
All Medical Schools	2014	1.3	7.7	26.5	47.9	16.5	9,713
I often feel that my performance is being judged more closely than others							
All Medical Schools	2016	29.8	47.4	14.7	6.3	1.9	12,138
All Medical Schools	2015	27.4	47.8	16.5	6.2	2.1	11,200
All Medical Schools	2014	26.7	50.0	15.4	6.1	1.8	9,728
My teachers and mentors have told me that they feel sure that I can perform well against high standards							
All Medical Schools	2016	2.2	8.8	28.6	42.7	17.7	12,116
All Medical Schools	2015	2.3	8.5	28.3	43.2	17.7	11,188
All Medical Schools	2014	1.9	8.9	28.7	42.9	17.5	9,728
I closely share the professional values and interests of most of my classmates							
All Medical Schools	2016	1.4	7.1	19.3	55.5	16.7	12,074
All Medical Schools	2015	1.5	7.4	19.6	55.4	16.1	11,155
All Medical Schools	2014	1.7	7.8	20.5	54.6	15.3	9,683
I often feel as if my performance is being judged as a member of the identity group that I belong to more than as an individual							
All Medical Schools	2016	31.2	35.4	19.1	11.3	3.1	12,110
All Medical Schools	2015	28.7	34.0	21.4	12.5	3.5	11,178
All Medical Schools	2014	26.1	35.5	21.8	13.2	3.4	9,714
Students learn effective tools for recognizing their own bias in interacting with people of different identity groups							
All Medical Schools	2016	2.7	10.0	22.9	47.4	17.0	12,077
All Medical Schools	2015	3.0	10.3	24.2	47.6	14.9	11,159
All Medical Schools	2014	2.9	10.1	26.0	46.9	14.2	9,687
The medical school experience, to this point, contributes to students' ability to work in disadvantaged communities							
All Medical Schools	2016	2.4	8.9	20.4	46.9	21.4	12,128
All Medical Schools	2015	2.8	9.5	22.6	45.2	19.9	11,194
All Medical Schools	2014	2.5	9.9	22.0	45.6	19.9	9,727

13. Learning Environment Scales

A shortened version of the Medical School Learning Environment Survey (MSLES) instrument consists of 11 items measuring three dimensions of the learning environment – emotional climate, student-faculty interaction, and student-student interaction. Each subscale is calculated by summing across the items, which are measured on a 0-5 point scale. **Higher scores for each subscale indicate more positive perceptions of the learning environment.** Only participants who responded to every item on the scale are included in the summary statistics. For each subscale, the mean score, the standard deviation, and the number of respondents are displayed below. Additionally, a reliability estimate (Cronbach's alpha) is shown as a measure of internal consistency. The measure varies from 0 to 1, and an instrument is often considered to be reliable if the estimate is 0.7 or higher.

Emotional Climate

The emotional climate subscale combines the responses of three items assessing a student's affective response to the learning environment. These questions ask to what extent [or, how often] the educational experience leads to a sense of achievement, valuing oneself, and confidence in one's academic abilities. The possible range of responses for the emotional climate subscale is 0 to 15, and higher scores are correlated with positive perceptions of the learning environment.

		Reliability Estimate	Mean	Standard Deviation	Count
All Medical Schools	2016	0.9	9.2	3.1	11,627
All Medical Schools	2015	0.9	9.2	3.1	10,688
All Medical Schools	2014	0.9	9.2	3.1	9,155

Student-Student Interaction

The student-student interaction subscale combines responses to four items assessing peer relations at the medical school. In addition to asking about perceived distance among students, these questions ask to what extent students get to know each other well, spend time assisting each other, and gather in informal activities. The possible range of responses for the student-student interaction subscale is 0 to 20, and higher scores are correlated with positive perceptions of the learning environment.

		Reliability Estimate	Mean	Standard Deviation	Count
All Medical Schools	2016	0.9	14.9	3.2	11,626
All Medical Schools	2015	0.8	15.1	3.0	10,677
All Medical Schools	2014	0.8	15.1	3.1	9,181

Student-Faculty Interaction

The student-faculty interaction subscale combines responses to four items assessing a student's perception of faculty supportiveness. In addition to asking about perceived distance between faculty and students, these questions ask to what extent students feel that faculty are helpful when providing academic advice, when providing non-academic advice, and when answering questions and providing criticism. The possible range of responses for the student-faculty interaction subscale is 0 to 20, and higher scores are correlated with positive perceptions of the learning environment.

		Reliability Estimate	Mean	Standard Deviation	Count
All Medical Schools	2016	0.8	14.7	3.2	11,646
All Medical Schools	2015	0.8	14.8	3.2	10,710
All Medical Schools	2014	0.8	14.7	3.2	9,160

14. Think about how often you experience the following at your medical school. Determine your response by choosing one of the categories of frequency given below. Choose the category that best approximates your perceptions.

		Percentage of Respondents Selecting Each Rating						
		Never	Almost never	Sometimes	Fairly often	Very often	Always	Count
There are disconnects between what I am taught about professional behaviors/attitudes and what I see being demonstrated by faculty								
All Medical Schools	2016	18.0	47.5	24.0	5.4	3.6	1.5	11,801
All Medical Schools	2015	17.7	46.4	24.3	5.9	4.3	1.4	10,837
All Medical Schools	2014	17.4	48.1	23.8	5.4	3.9	1.4	9,278

15. Please rate how often the following professional behaviors/attitudes are demonstrated by your medical school's faculty.

		Percentage of Respondents Selecting Each Rating						
		Never	Almost never	Sometimes	Fairly often	Very often	Always	Count
Respecting patient confidentiality								
All Medical Schools	2016	0.1	0.1	1.3	4.9	27.2	66.4	11,645
All Medical Schools	2015	0.0	0.2	1.4	5.4	28.0	65.0	10,697
All Medical Schools	2014	0.0	0.2	1.3	5.2	28.5	64.9	9,152
Using professional language/avoiding derogatory language								
All Medical Schools	2016	0.7	0.7	2.2	8.6	37.7	50.1	11,631
All Medical Schools	2015	0.5	1.0	2.6	8.9	38.3	48.6	10,684
All Medical Schools	2014	0.6	0.9	2.5	8.7	38.2	49.1	9,147
Dressing in a professional manner								
All Medical Schools	2016	0.1	0.1	1.2	5.6	31.1	61.9	11,614
All Medical Schools	2015	0.0	0.1	1.3	5.4	32.5	60.7	10,667
All Medical Schools	2014	0.0	0.1	1.3	5.8	32.7	60.0	9,135
Resolving conflicts in ways that respect the dignity of all involved								
All Medical Schools	2016	0.2	0.6	4.0	10.6	38.1	46.5	11,571
All Medical Schools	2015	0.2	0.5	4.3	11.0	39.0	45.0	10,627
All Medical Schools	2014	0.1	0.5	4.4	11.7	39.1	44.1	9,102
Being respectful of house staff and other physicians								
All Medical Schools	2016	0.1	0.2	2.1	7.4	35.7	54.6	11,600
All Medical Schools	2015	0.0	0.2	2.1	7.9	36.6	53.1	10,649
All Medical Schools	2014	0.0	0.2	2.2	8.1	38.1	51.4	9,111
Respecting diversity								
All Medical Schools	2016	0.2	0.6	4.5	10.5	33.7	50.5	11,539
All Medical Schools	2015	0.1	0.6	5.2	10.4	33.8	49.9	10,581
All Medical Schools	2014	0.2	0.5	3.8	9.8	34.3	51.4	9,070
Being respectful of other health professions								
All Medical Schools	2016	0.1	0.4	2.9	9.7	37.0	50.0	11,632
All Medical Schools	2015	0.0	0.3	3.6	11.8	38.1	46.0	10,692
All Medical Schools	2014	0.1	0.4	3.7	12.5	39.4	43.8	9,140
Being respectful of other specialties								
All Medical Schools	2016	0.1	0.4	3.6	12.5	38.7	44.6	11,596
All Medical Schools	2015	0.1	0.4	4.5	14.3	39.7	41.0	10,661
All Medical Schools	2014	0.1	0.4	4.9	15.2	40.8	38.6	9,113

15. Please rate how often the following professional behaviors/attitudes are demonstrated by your medical school's faculty. (Continued)

		Percentage of Respondents Selecting Each Rating						
		Never	Almost never	Sometimes	Fairly often	Very often	Always	Count
Being on time and managing a schedule well								
All Medical Schools	2016	0.2	1.1	6.5	18.3	42.4	31.5	11,611
All Medical Schools	2015	0.3	1.0	7.1	19.0	42.5	30.1	10,682
All Medical Schools	2014	0.3	1.2	7.1	19.6	42.9	28.9	9,124
Providing direction and constructive feedback								
All Medical Schools	2016	0.4	1.9	9.1	18.3	38.8	31.5	11,586
All Medical Schools	2015	0.3	2.0	9.4	19.2	38.7	30.3	10,658
All Medical Schools	2014	0.4	2.2	9.5	20.1	39.4	28.4	9,120
Showing respectful interaction with students								
All Medical Schools	2016	0.2	0.5	3.6	10.4	41.6	43.7	11,620
All Medical Schools	2015	0.1	0.4	3.8	11.3	42.3	42.0	10,668
All Medical Schools	2014	0.1	0.5	3.9	11.9	43.1	40.5	9,113
Showing empathy and compassion								
All Medical Schools	2016	0.3	0.8	5.2	13.8	40.9	39.0	11,611
All Medical Schools	2015	0.2	0.9	5.6	14.7	41.7	36.9	10,670
All Medical Schools	2014	0.3	0.8	5.8	15.0	42.5	35.6	9,129

16. Indicate whether you agree or disagree with the following statement.

		Percentage of Respondents Selecting Each Rating					
		Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Count
My medical school has done a good job of fostering and nurturing my development as a person							
All Medical Schools	2016	2.2	6.4	20.0	44.0	27.4	11,073
All Medical Schools	2015	2.2	6.5	20.6	44.9	25.8	10,130
All Medical Schools	2014	2.7	7.5	21.3	43.3	25.2	8,680
My medical school has done a good job of fostering and nurturing my development as a future physician							
All Medical Schools	2016	0.5	1.6	5.9	47.8	44.1	11,667
All Medical Schools	2015	0.6	1.7	6.4	47.9	43.4	10,746
All Medical Schools	2014	0.5	1.8	6.5	47.2	44.0	9,173

17. Tolerance for Ambiguity (TFA) Scale

Tolerance for Ambiguity (TFA) is a measure of one's ability to cope with situations of uncertainty. Scales measuring TFA have been used in prior research to show how ambiguity impacts medical education and medical care. TFA scores are calculated by summing across 7 items, which are measured on a 1-6 point scale. **The possible range of scores is 7 to 42, and higher scores are correlated with higher tolerance for ambiguity.** Only participants who responded to every item on the scale are included in the summary statistics. The mean TFA score, the standard deviation, and the number of respondents are displayed below. Additionally, a reliability estimate (Cronbach's alpha) is shown as a measure of internal consistency. The measure varies from 0 to 1, and an instrument is considered to be reliable if the estimate is 0.7 or higher.

Tolerance for Ambiguity (TFA) Scale		Reliability Estimate	Mean	Standard Deviation	Count
All Medical Schools	2016	0.8	24.0	5.8	11,323
All Medical Schools	2015	0.8	23.8	5.9	10,437
All Medical Schools	2014	0.8	23.7	5.8	8,887

18. Interpersonal Reactivity Index (IRI)

The Interpersonal Reactivity Index (IRI) is a measure of individual differences in empathy. Scales measuring empathy have been used in prior research to show how levels of empathy may change throughout medical education. For Y2Q purposes, the IRI consists of 8 items. These include 4 items from each of the IRI subscales – perspective taking and empathic concern. IRI scores are calculated by summing across the 8 items, which are measured on a 0-4 point scale. **The possible range of scores is 0 to 32, and higher scores are correlated with higher levels of empathy.** Only participants who responded to every item on the scale are included in the summary statistics. The mean IRI score, the standard deviation, and the number of respondents are displayed below. Additionally, a reliability estimate (Cronbach’s alpha) is shown as a measure of internal consistency. The measure varies from 0 to 1, and an instrument is considered to be reliable if the estimate is 0.7 or higher.

Interpersonal Reactivity Index (IRI)		Reliability Estimate	Mean	Standard Deviation	Count
All Medical Schools	2016	0.8	23.9	4.5	11,213
All Medical Schools	2015	0.8	23.9	4.5	10,313
All Medical Schools	2014	0.8	23.8	4.4	8,791

All Schools

2014 2015 2016

19. In which of the following activities do you plan to participate during your career?

Note: Percentages may not sum to 100% as multiple responses are allowed.

	<u>Percent</u>	<u>Percent</u>	<u>Percent</u>
Patient Care		98.3	98.2
Research		47.0	48.1
Teaching		62.7	62.1
Medical School Faculty		33.9	33.2
Administration (e.g., Department Chair, Dean)		21.5	22.0
Military Service		4.8	4.7
Public Health		30.1	32.0
Other		3.0	3.4
Number of respondents		10,554	11,454

20. Do you anticipate providing patient care full-time or part-time?

Note: Only those who selected "Patient Care" at Q19 could respond to this item.

	<u>Percent</u>	<u>Percent</u>	<u>Percent</u>
Full-time (at least 36 hours a week)		86.2	87.3
Part-time (less than 36 hours a week)		13.8	12.7
Number of respondents		10,340	11,226

21. How exclusively do you expect to be involved in research?

Note: Only those who selected "Research" at Q19 could respond to this item.

	<u>Percent</u>	<u>Percent</u>	<u>Percent</u>
Full-time		2.8	2.7
Significantly involved		41.3	41.9
Involved in a limited way		55.9	55.5
Number of respondents		4,953	5,504

	All Schools		
	2014	2015	2016
22. What general specialty are you considering?			
Note: In 2015, "Allergy and Immunology" and "Colon and Rectal Surgery" were removed, and "Internal Medicine/Pediatrics," "Vascular Surgery," and "I do not plan to practice medicine" were added. The phrase "or subspecialty" was added to the corresponding specialties in 2015.			
	<u>Percent</u>	<u>Percent</u>	<u>Percent</u>
Anesthesiology or subspecialty	2.4	2.4	2.4
Dermatology or subspecialty	1.6	1.6	1.5
Emergency Medicine or subspecialty	9.6	9.7	9.8
Family Medicine or subspecialty	6.8	6.7	5.9
Internal Medicine or subspecialty	17.4	17.3	17.2
Internal Medicine/Pediatrics	0.0	2.7	2.9
Medical Genetics or subspecialty	0.3	0.1	0.2
Neurological Surgery	1.8	1.7	1.5
Neurology or subspecialty	2.7	2.7	2.8
Nuclear Medicine	0.0	0.0	0.0
Obstetrics and Gynecology or subspecialty	5.3	4.8	5.2
Ophthalmology or subspecialty	2.1	2.2	2.0
Orthopaedic Surgery or subspecialty	5.4	5.2	5.0
Otolaryngology or subspecialty	1.7	1.4	1.5
Pathology or subspecialty	1.0	1.0	0.8
Pediatrics or subspecialty	12.6	10.1	10.5
Physical Medicine and Rehabilitation or subspecialty	0.9	1.0	0.8
Plastic Surgery or subspecialty	1.1	0.9	0.9
Preventive Medicine or subspecialty	0.2	0.2	0.1
Psychiatry or subspecialty	2.1	2.1	2.2
Radiation Oncology	0.8	0.9	0.8
Radiology or subspecialty	1.7	2.2	2.2
Surgery or subspecialty	6.9	7.1	7.9
Thoracic Surgery or subspecialty	1.0	0.9	0.8
Urology or subspecialty	0.9	1.0	1.0
Vascular Surgery or subspecialty	0.0	0.3	0.1
Undecided	13.1	13.8	13.8
I do not plan to practice medicine	0.0	0.1	0.1
Number of respondents	8,985	10,560	11,472

23. You selected an interest in Family Medicine, Internal Medicine, Internal Medicine/Pediatrics, Obstetrics and Gynecology, or Pediatrics. What career are you considering?			
Note: Only those who responded "Family Medicine," "Internal Medicine," "Internal Medicine/Pediatrics," "Obstetrics and Gynecology," or "Pediatrics" to Q22 could respond to this item.			
	<u>Percent</u>	<u>Percent</u>	<u>Percent</u>
Primary care practice (i.e., office-based continuing care in general Family Medicine, general Internal Medicine, or general Pediatrics)	26.3	26.5	25.3
Hospitalist (i.e., salaried, full-time care of hospitalized patients)	6.9	7.0	7.1
Sub-specialty (e.g., Cardiology, Pediatric Oncology, Family Medicine/Sports Medicine)	45.0	46.1	47.3
Undecided	21.7	20.4	20.3
Number of respondents	3,780	4,385	4,788

		All Schools		
		2014	2015	2016
24.	Please tell us your estimate of the current average salary for the specialty you selected.			
	Note: Those who responded “Undecided” to Q22 could not respond to this item.			
		<u>Percent</u>	<u>Percent</u>	<u>Percent</u>
	Less than \$150,000	7.2	5.5	4.0
	\$150,000 to \$199,999	24.8	22.6	20.5
	\$200,000 to \$249,999	25.2	24.3	23.9
	\$250,000 to \$299,999	15.8	17.5	18.0
	\$300,000 to \$399,999	12.4	14.8	17.0
	\$400,000 to \$499,999	3.9	5.0	5.5
	\$500,000 or more	1.6	1.9	2.0
	Don't know	9.0	8.4	9.1
	Number of respondents	7,806	9,086	9,862

25. When thinking about your career path after medical school, how important are the following considerations?

		Percentage of Respondents Selecting Each Rating				
		Not important	Somewhat important	Very important	Essential	Count
Working for social change						
All Medical Schools	2016	9.4	36.9	34.7	19.0	11,426
All Medical Schools	2015	9.5	38.8	34.0	17.6	10,516
All Medical Schools	2014					
High income potential						
All Medical Schools	2016	16.3	51.5	27.4	4.8	11,413
All Medical Schools	2015	17.3	51.9	26.2	4.7	10,512
All Medical Schools	2014					
Social recognition or status						
All Medical Schools	2016	37.4	46.2	14.5	1.9	11,415
All Medical Schools	2015	36.6	46.4	14.9	2.1	10,510
All Medical Schools	2014					
Stable, secure future						
All Medical Schools	2016	1.0	11.0	45.5	42.5	11,437
All Medical Schools	2015	0.8	11.9	43.4	43.8	10,528
All Medical Schools	2014					
Creativity and initiative						
All Medical Schools	2016	4.9	32.4	42.8	19.9	11,425
All Medical Schools	2015	4.3	31.4	43.7	20.6	10,530
All Medical Schools	2014					
Expression of personal values						
All Medical Schools	2016	4.6	24.1	42.9	28.3	11,408
All Medical Schools	2015	4.7	24.0	42.7	28.6	10,513
All Medical Schools	2014					

25. When thinking about your career path after medical school, how important are the following considerations? (Continued)

		Percentage of Respondents Selecting Each Rating				
		Not important	Somewhat important	Very important	Essential	Count
Availability of jobs						
All Medical Schools	2016	2.3	23.4	50.1	24.2	11,432
All Medical Schools	2015	2.4	23.7	47.9	25.9	10,526
All Medical Schools	2014					
Leadership potential						
All Medical Schools	2016	7.4	34.4	40.9	17.3	11,422
All Medical Schools	2015	7.3	34.5	40.5	17.8	10,513
All Medical Schools	2014					
Work/life balance						
All Medical Schools	2016	1.4	13.1	35.0	50.6	11,437
All Medical Schools	2015	1.3	12.0	34.7	52.0	10,527
All Medical Schools	2014					
Ability to pay off debt						
All Medical Schools	2016	13.1	17.1	30.3	39.5	11,431
All Medical Schools	2015	12.6	17.2	29.7	40.5	10,517
All Medical Schools	2014					
Opportunity for innovation						
All Medical Schools	2016	6.6	36.8	37.3	19.3	11,422
All Medical Schools	2015	6.3	36.6	36.6	20.5	10,522
All Medical Schools	2014					

26. Indicate whether you agree or disagree with the following statement:

		Percentage of Respondents Selecting Each Rating					
		No	Probably not	Neutral	Probably yes	Yes	Count
If you could revisit your career choice, would you choose to attend medical school again?							
All Medical Schools	2016	0.9	2.7	6.6	28.5	61.3	11,467
All Medical Schools	2015	1.0	3.1	6.7	28.5	60.7	10,558
All Medical Schools	2014	1.3	3.5	7.7	29.8	57.7	8,993

27. Quality of Life (QOL) Scale

The Quality of Life (QOL) scale, which includes items from the Linear Analogue Self-Assessment Scale (LASA-6), is a measure of the following aspects of life: overall quality of life, mental (intellectual) well-being, physical well-being, emotional well-being, level of social activity, and spiritual well-being. The QOL questions ask about feelings that respondents experienced in the past week. QOL scores are calculated by summing across the six items, which are measured on a 0-10 point scale. **The possible range of responses is 0 to 60, and higher scores are correlated with higher quality of life.** Only participants who responded to every item on the scale are included in the summary statistics. The mean QOL score, the standard deviation, and the number of respondents are displayed below. Additionally, a reliability estimate (Cronbach's alpha) is shown as a measure of internal consistency. The measure varies from 0 to 1, and an instrument is often considered to be reliable if the estimate is 0.7 or higher.

		Reliability Estimate	Mean	Standard Deviation	Count
All Medical Schools	2016	0.9	40.6	10.1	11,311
All Medical Schools	2015	0.9	40.1	10.2	10,402
All Medical Schools	2014	0.9	40.4	10.3	8,859

Additional Quality of Life (QOL) Scales

Additional Quality of Life (QOL) items are also taken from the Linear Analogue Self-Assessment Scale (LASA) and are distinct measures of the following aspects of life: level of fatigue, level of social support from family and friends, and level of financial concerns. The QOL questions ask about feelings that respondents experienced in the past week, and the scores are calculated individually on 0-10 point scales. **The possible range of responses is 0 to 10, and higher scores represent more positive outcomes: no fatigue, higher levels of social support from family and friends, and no financial concerns.** The summary statistics displayed below include the mean score, the standard deviation, and the number of respondents. Because the additional QOL items are calculated individually, the internal consistency estimate is not provided.

QOL - Level of fatigue (0 = Constant tiredness, 10 = No fatigue)		Mean	Standard Deviation	Count
All Medical Schools	2016	4.8	2.3	11,431
All Medical Schools	2015	4.8	2.3	10,513
All Medical Schools	2014	4.7	2.3	8,949

QOL - Level of social support from family and friends (0 = No support, 10 = Highest level of support)		Mean	Standard Deviation	Count
All Medical Schools	2016	8.1	2.0	11,415
All Medical Schools	2015	8.0	2.0	10,500
All Medical Schools	2014	8.1	2.0	8,943

QOL - Level of financial concerns (0 = Constant concerns, 10 = No concerns)		Mean	Standard Deviation	Count
All Medical Schools	2016	5.5	3.0	11,437
All Medical Schools	2015	5.4	3.0	10,529
All Medical Schools	2014	5.3	3.0	8,974

28. Perceived Stress Scale - 4

The Perceived Stress Scale - 4 (PSS-4) is a four-item version of a widely used instrument for measuring the perception of stress. The scale measures the degree to which situations in one's life are considered stressful. The scale also includes a number of direct questions about current levels of experienced stress. The PSS-4 also includes questions that ask about feelings and thoughts that respondents experienced during the last month. In each case, respondents are asked how often they felt a certain way. PSS-4 scores are calculated by summing across four items, which are measured on a 0-4 point scale. **The possible range of scores is 0 to 16, and higher scores are correlated with higher perceived levels of stress.** Only participants who responded to every item on the scale are included in the summary statistics. The mean PSS-4 score, the standard deviation, and the number of respondents are displayed below. Additionally, a reliability estimate (Cronbach's alpha) is shown as a measure of internal consistency. The measure varies from 0 to 1, and an instrument is often considered to be reliable if the estimate is 0.7 or higher.

		Reliability Estimate	Mean	Standard Deviation	Count
All Medical Schools	2016	0.8	5.7	2.9	11,326
All Medical Schools	2015	0.8	5.8	2.9	10,419
All Medical Schools	2014	0.8	5.8	2.9	8,886

29. Oldenburg Burnout Inventory for Medical Students Scale

The Oldenburg Burnout Inventory for Medical Students (OLBI-MS) is a modified and shortened version of the Oldenburg Burnout Inventory (OLBI). The OLBI-MS instrument consists of 16 items measuring two dimensions of burnout – exhaustion and disengagement. Each subscale is calculated by summing across the items, which are measured on a 0-3 point scale. **Higher scores are correlated with higher levels of burnout.** Only participants who responded to every item on the scale are included in the summary statistics. For each subscale, the mean score, the standard deviation, and the number of respondents are displayed below. Additionally, a reliability estimate (Cronbach's alpha) is shown as a measure of internal consistency. The measure varies from 0 to 1, and an instrument is often considered to be reliable if the estimate is 0.7 or higher.

Disengagement

The disengagement subscale includes eight items on a 0-3 point scale and refers to distancing oneself from the object and content of medical school work and to negative attitudes toward medical school in general. The possible range of responses for the disengagement subscale is 0 to 24, and higher scores are correlated with higher levels of burnout.

		Reliability Estimate	Mean	Standard Deviation	Count
All Medical Schools	2016	0.8	9.7	3.7	11,145
All Medical Schools	2015	0.8	9.7	3.7	10,215
All Medical Schools	2014	0.8	9.7	3.8	8,677

Exhaustion

The exhaustion subscale includes eight items on a 0-3 point scale and refers to the cognitive and physical strain as a consequence of the demands of medical school. The possible range of responses for the exhaustion subscale is 0 to 24, and higher scores are correlated with higher levels of burnout.

		Reliability Estimate	Mean	Standard Deviation	Count
All Medical Schools	2016	0.8	11.7	3.8	11,066
All Medical Schools	2015	0.8	11.8	3.9	10,206
All Medical Schools	2014	0.8	11.8	3.9	8,664

- 30. In thinking about a typical week during your pre-clerkship education, please provide the average number of hours PER DAY that you spent doing the following activities?
Note: Responses needed to total 24 hours.**

		All Schools		
		2014	2015	2016
Sleep	Mean	7.1	7.1	7.1
	Standard Deviation	1.0	1.0	1.0
Educational activities (e.g., attending class, studying)	Mean	10.1	10.2	10.1
	Standard Deviation	2.5	2.5	2.5
Non-educational activities (e.g., being with friends/family, solitary recreation)	Mean	3.6	3.6	3.6
	Standard Deviation	2.0	2.0	2.0
Paid work	Mean	0.1	0.1	0.2
	Standard Deviation	0.6	0.6	0.6
Exercise/sports	Mean	1.0	1.0	1.0
	Standard Deviation	0.7	0.7	0.7
Other	Mean	2.0	1.9	2.0
	Standard Deviation	1.9	1.9	1.9
Number of respondents		8,841	10,389	11,261

- 31. For each of the following behaviors, please indicate the frequency you personally experienced that behavior during medical school. Include in your response any behaviors performed by faculty, nurses, residents/interns, other institution employees or staff, and other students. Please do not include behaviors performed by patients.
During medical school, how frequently have you...**

		Percentage of Respondents Selecting Each Rating					
		Never	Once	Occasionally	Frequently	Count	
Been publicly embarrassed?							
All Medical Schools	2016	76.4	14.5	8.8	0.3	11,330	
All Medical Schools	2015	75.4	14.8	9.4	0.4	10,427	
All Medical Schools	2014	74.6	15.4	9.6	0.4	8,849	
Been publicly humiliated?							
All Medical Schools	2016	92.1	5.5	2.2	0.2	11,313	
All Medical Schools	2015	91.9	5.5	2.3	0.2	10,417	
All Medical Schools	2014	91.9	5.4	2.5	0.2	8,840	
Been threatened with physical harm?							
All Medical Schools	2016	99.0	0.7	0.2	0.1	11,306	
All Medical Schools	2015	99.2	0.6	0.2	0.0	10,406	
All Medical Schools	2014	99.2	0.5	0.3	0.0	8,836	
Been physically harmed?							
All Medical Schools	2016	99.3	0.4	0.2	0.1	11,299	
All Medical Schools	2015	99.3	0.5	0.2	0.0	10,416	
All Medical Schools	2014	99.3	0.5	0.2	0.0	8,827	
Been required to perform personal services?							
All Medical Schools	2016	97.5	0.6	1.2	0.6	11,320	
All Medical Schools	2015	97.3	0.7	1.3	0.7	10,427	
All Medical Schools	2014	97.5	0.8	1.3	0.4	8,841	

- 31. For each of the following behaviors, please indicate the frequency you personally experienced that behavior during medical school. Include in your response any behaviors performed by faculty, nurses, residents/interns, other institution employees or staff, and other students. Please do not include behaviors performed by patients.
During medical school, how frequently have you... (Continued)**

		Percentage of Respondents Selecting Each Rating					
		Never	Once	Occasionally	Frequently	Count	
Been subjected to unwanted sexual advances?							
All Medical Schools	2016	97.1	1.8	1.0	0.1	11,309	
All Medical Schools	2015	97.3	1.5	1.1	0.0	10,419	
All Medical Schools	2014	96.9	1.8	1.2	0.1	8,839	
Been asked to exchange sexual favors for grades or other rewards?							
All Medical Schools	2016	99.7	0.1	0.2	0.0	11,312	
All Medical Schools	2015	99.7	0.1	0.2	0.0	10,423	
All Medical Schools	2014	99.7	0.1	0.2	0.0	8,831	
Been denied opportunities for training or rewards based on gender?							
All Medical Schools	2016	97.7	1.2	1.0	0.2	11,299	
All Medical Schools	2015	97.7	1.2	0.9	0.2	10,397	
All Medical Schools	2014	97.8	1.2	0.9	0.1	8,827	
Been subjected to offensive sexist remarks/names?							
All Medical Schools	2016	89.9	5.2	4.5	0.4	11,248	
All Medical Schools	2015	90.7	4.7	4.3	0.3	10,370	
All Medical Schools	2014	90.7	4.9	4.0	0.4	8,816	
Received lower evaluations or grades solely because of gender rather than performance?							
All Medical Schools	2016	98.4	0.9	0.5	0.1	11,317	
All Medical Schools	2015	98.6	0.8	0.5	0.1	10,418	
All Medical Schools	2014	98.6	0.9	0.5	0.0	8,840	
Been denied opportunities for training or rewards based on race or ethnicity?							
All Medical Schools	2016	96.8	1.1	1.6	0.5	11,315	
All Medical Schools	2015	96.7	1.2	1.7	0.5	10,420	
All Medical Schools	2014	96.3	1.1	2.0	0.6	8,832	
Been subjected to racially or ethnically offensive remarks/names?							
All Medical Schools	2016	93.8	3.4	2.5	0.3	11,297	
All Medical Schools	2015	94.4	2.7	2.6	0.3	10,407	
All Medical Schools	2014	94.3	2.8	2.7	0.2	8,833	
Received lower evaluations or grades solely because of race or ethnicity rather than performance?							
All Medical Schools	2016	99.0	0.6	0.3	0.1	11,301	
All Medical Schools	2015	99.0	0.5	0.4	0.0	10,397	
All Medical Schools	2014	99.0	0.5	0.4	0.1	8,817	
Been denied opportunities for training or rewards based on sexual orientation?							
All Medical Schools	2016	99.5	0.2	0.3	0.1	11,314	
All Medical Schools	2015	99.4	0.3	0.3	0.0	10,422	
All Medical Schools	2014	99.5	0.2	0.2	0.0	8,820	
Been subjected to offensive remarks/names related to sexual orientation?							
All Medical Schools	2016	98.2	0.9	0.8	0.1	11,287	
All Medical Schools	2015	97.9	1.1	1.0	0.1	10,400	
All Medical Schools	2014	98.1	0.9	0.9	0.1	8,822	

**31. For each of the following behaviors, please indicate the frequency you personally experienced that behavior during medical school. Include in your response any behaviors performed by faculty, nurses, residents/interns, other institution employees or staff, and other students. Please do not include behaviors performed by patients.
During medical school, how frequently have you... (Continued)**

		Percentage of Respondents Selecting Each Rating				
		Never	Once	Occasionally	Frequently	Count
Received lower evaluations or grades solely because of sexual orientation rather than performance?						
All Medical Schools	2016	99.7	0.2	0.1	0.0	11,292
All Medical Schools	2015	99.7	0.1	0.2	0.0	10,393
All Medical Schools	2014	99.7	0.1	0.2	0.0	8,818

		All Schools		
		2014	2015	2016
32. Percent of respondents who indicated they personally experienced any of the listed behaviors, excluding "publicly embarrassed." The data are derived from the responses to the survey question reported in Q34 above.		<u>Percent</u>	<u>Percent</u>	<u>Percent</u>
Yes		24.4	23.8	24.2
No		75.6	76.2	75.8
Number of respondents		8,857	10,437	11,337

33. Gender Identity:				
Note: The results are derived from two questions: "What sex were you assigned at birth?" (response options "Male" or "Female") and "What is your current gender identity?" (response options "Male," "Female," "Trans male/trans man," "Trans female/trans woman," "Genderqueer/gender non-conforming," or "Different identity").				
		<u>Percent</u>	<u>Percent</u>	<u>Percent</u>
Same gender identity as the sex assigned at birth				99.6
Different gender identity from the sex assigned at birth				0.4
Number of respondents				11,356

34. How do you self-identify?				
		<u>Percent</u>	<u>Percent</u>	<u>Percent</u>
Bisexual		2.4	3.0	3.7
Gay or lesbian		3.1	3.6	4.0
Heterosexual or straight		94.6	93.4	92.4
Number of respondents		8,808	10,361	11,285

35. Control of medical school:				
Note: This information is populated from other AAMC data sources.				
		<u>Percent</u>	<u>Percent</u>	<u>Percent</u>
Private		38.8	39.1	37.6
Public		61.2	60.9	62.4
Number of respondents		10,270	11,586	12,457

36. Region of medical school:

Note: This information is populated from other AAMC data sources.

All Schools

2014 2015 2016

	<u>Percent</u>	<u>Percent</u>	<u>Percent</u>
Central	27.2	26.9	28.6
Northeast	27.6	28.1	27.9
South	32.7	33.9	33.2
West	12.5	11.1	10.4
Number of respondents	10,270	11,586	12,457

2016 Y2Q References

Each item number below refers to the question number in the 2016 Y2Q All Schools Summary Report.

Q13. Medical School Learning Environment Survey (MSLES)

Marshall RE. Measuring the medical school learning environment. *Journal of medical education*. 1978;53(2):98-104.

Q17. Tolerance for Ambiguity (TFA)

Geller G, Tambor ES, Chase GA, Holtzman NA. Measuring physicians' tolerance for ambiguity and its relationship to their reported practices regarding genetic testing. *Medical care*. 1993;31(11):989-1001.

Caulfield M, Andolsek K, Grbic D, Roskovensky L. Ambiguity tolerance of students matriculating to U.S. medical schools. *Acad Med*. 2014;89(11):1526-1532.

Q18. Interpersonal Reactivity Index (IRI)

Hojat M, Spandorfer J, Louis DZ, Gonnella JS. Empathic and sympathetic orientations toward patient care: conceptualization, measurement, and psychometrics. *Acad Med*. 2011;86(8):989-995.

Davis MH. Measuring individual differences in empathy: evidence for a multidimensional approach. *Journal of personality and social psychology*. 1983;44:113-126.

Q27: Quality of Life (QOL) Scale

Thomas MR, Dyrbye LN, Huntington JL, et al. How do distress and well-being relate to medical student empathy? A multicenter study. *J Gen Intern Med*. 2007;22(2):177-183.

Q28: Perceived Stress Scale (PSS-4) Scale

Warttig SL, Forshaw MJ, South J, White AK. New, normative, English-sample data for the Short Form Perceived Stress Scale (PSS-4). *Journal of health psychology*. 2013;18(12):1617-1628.

Cohen S, Kamarck T, Mermelstein R. A global measure of perceived stress. *Journal of health and social behavior*. 1983; 24(4):385-396.

Q29. Oldenburg Burnout Inventory for Medical Students Scale

Halbesleben JRB, Demerouti E. The construct validity of an alternative measure of burnout: Investigating the English translation of the Oldenburg Burnout Inventory. *Work and Stress*. 2005;19(3):208-220.