



Medical School Year Two Questionnaire

2018 All Schools Summary Report

March 2019
(Revised April 2019)

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2018 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 2016, 2017, and 2018 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 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 AAMC Student Surveys contacts.

Methodology

The 2018 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 2018 Y2Q was open from October 1, 2018 to January 2, 2019. 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 data in the 2018 Y2Q *All Schools Summary Report* reflect the responses of 13,912 individuals from the 147 medical schools with second-year students in the 2018-2019 academic year. This represents a 64.3% response rate of the 21,637 individuals identified by SRS as active second-year students at the time the survey closed. Survey data for participating individuals may not be comparable to data for nonparticipants.

The AAMC sent email invitations and reminders to students using email addresses on record in SRS. The response rates varied among the participating medical schools. There were 15 medical schools with a response rate of 90% or above; 16 medical schools with response rates between 80% and 89%; 30 medical schools with response rates between 70% and 79%; 38 medical schools with response rates between 60% and 69%; 24 medical schools with response rates between 50% and 59%; 8 schools with response rates between 40% and 49%; and 16 medical schools with response rates below 40%. The median response rate across participating schools was 66.7%.

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.

Selected Findings

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

More than eight in ten second-year medical students in 2018 reported being satisfied with the quality of their medical education (83.1%). This includes 55.9% who responded “agree” and 27.2% who responded “strongly agree” to the statement, “Overall, I am satisfied with the quality of my medical education.”

In-Person Class Attendance Continues to Decline as Virtual Class Attendance Rises.

Compared to previous classes, second-year medical students in 2018 were less likely to report that they were attending in-person classes for pre-clerkship courses or lectures. Fewer than half (43.7%) reported having attended in-person pre-clerkship courses or lectures at their medical school “most of the time” (31.9%) or “often” (11.8%). This continues a trend observed in previous years: in 2017, the figure was 47.3% and in 2016 it was 50.6%. More than a quarter (26.3%) of second-year students in 2018 reported “almost never” attending in-person courses or lectures. This represents an increase of six points over what was reported in 2016 (20.3%).

Second-year medical students in 2018 were similar to previous classes in reporting class learning by other methods. The percentage of 2018 respondents who reported participating in virtual pre-clerkship courses and lectures (e.g., podcast or video) either “most of the time” or “often” was 56.9%. In 2017 and 2016, the share of second-year students who reported attendance in virtual classes either “most of the time” or “often” was 58.0% and 57.3%, respectively.

Second-year students’ reported use of online videos for their medical education information continued to grow. In 2018, nearly one in three students (32.7%) reported using online videos on a daily basis. In 2016, the reported figure was 16.2%, or about one in six students.

Student Awareness of Mistreatment Policies and Procedures Continues to Increase.

More than nine in ten (91.6%) second-year medical students in 2018 reported that they are aware that their school has policies regarding the mistreatment of medical students. Additionally, 71.9% of second-year medical students reported knowing the procedures at their medical school for reporting mistreatment. The 2018 numbers reflect small but steady increases in students’ reported awareness of mistreatment policies and procedures in recent years.

Second-Year Medical Students are Observing Faculty Behaviors.

The percentage of second-year medical students who indicated there are “never” or “almost never” any “disconnects between what I am taught about professional behaviors/attitudes and what I see being demonstrated by faculty” was 62.3% in 2018. In 2017 and 2016, the corresponding shares of second-year students with similarly favorable views about faculty professionalism were 64.8% and 65.5%. The 2018 data thus reflect a decline of 3.2 points since 2016.

Second-Year Medical Students Have Plans for Patient Care and Work/Life Balance.

Roughly 98% of second-year medical students reported in 2018 that they intend to have careers in patient care, and, of these, roughly 87% plan to have full-time careers in patient care. These numbers are nearly identical to those reported by second-year students the past several years. As to what type of medical career they plan to have, a significant portion (14.0%) of 2018 second-year students indicated they were undecided. Otherwise, the predominant choices were Internal Medicine (16.4%), Emergency Medicine (9.9%), Pediatrics (8.9%), Surgery (7.6%), Family Medicine (5.7%), and Obstetrics and Gynecology (5.4%).

When asked to think about their career paths after medical school, second-year medical students in 2018 most frequently cited “work/life balance” (51.1%), having a “stable, secure future” (43.1%), and the “ability to pay off debt” (40.3%) as “essential” considerations. Second-year students who cited “working for social change” as “essential” was 22.5% in 2018, up from 19.0% in 2016. The career consideration most frequently reported as “not important” to second-year medical students was “social recognition or status” (38.9%).

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

About one in eight second-year medical students in 2018 said they were married (12.2%) or in a common law or civil union (0.4%) relationship. Those with dependents other than a spouse totaled 3.6% of respondents. Respondents self-identified most frequently as heterosexual or straight (91.6%), with 3.7% identifying as gay or lesbian and 4.8% as bisexual. Those who identified as having a gender identity that differed from the sex they had been assigned at birth were 0.6% of all respondents.

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, PhD, Senior Research and Data Analyst, Data Operations and Services (dmatthew@aamc.org).

		All Schools		
		2016	2017	2018
Total number of students who responded to the questionnaire:		12,457	13,467	13,912
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		49.0	47.3	46.5
Female		51.0	52.7	53.5
Number of respondents		12,455	13,465	13,904
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		36.6	37.3	35.0
24 through 26		45.5	45.9	48.1
27 through 29		11.6	10.8	11.0
Over 29		6.1	5.7	5.9
Number of respondents		12,457	13,467	13,912
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		0.8	1.0	0.9
Asian		22.0	22.8	24.1
Black or African American		7.0	7.7	7.7
Hispanic, Latino, or of Spanish origin		8.8	8.9	10.0
Native Hawaiian or Other Pacific Islander		0.4	0.3	0.3
White		63.4	64.2	62.2
Other		3.5	3.3	3.3
Non-U.S. citizen and Non-permanent resident		1.8	1.3	1.2
Number of respondents		11,895	13,237	13,434
4. What is your current marital status?				
		<u>Percent</u>	<u>Percent</u>	<u>Percent</u>
Single (never legally married)		86.0	86.5	86.8
Legally married		12.8	12.4	12.2
Common law or civil union		0.3	0.4	0.4
Divorced		0.7	0.4	0.4
Separated, but still legally married		0.2	0.2	0.1
Widowed		0.0	0.0	0.0
Number of respondents		11,370	12,286	12,725

		All Schools		
		2016	2017	2018
5.	How many dependents do you have (not including a spouse/partner)?			
		Percent	Percent	Percent
	None	95.8	96.3	96.4
	One	2.3	2.2	2.1
	Two	1.2	1.0	0.9
	Three	0.4	0.3	0.4
	Four or more	0.2	0.1	0.2
	Number of respondents	11,371	12,290	12,715

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

		Percentage of Respondents Selecting Each Rating					
		Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Count
Overall, I am satisfied with the quality of my medical education							
All Medical Schools	2018	1.5	4.8	10.6	55.9	27.2	13,861
All Medical Schools	2017	1.0	4.6	9.3	57.1	28.0	13,460
All Medical Schools	2016	1.1	4.2	9.4	55.0	30.4	12,450

7. Please describe how often you attend:

		Percentage of Respondents Selecting Each Rating					
		Almost never	Occasionally	Somewhat often	Often	Most of the time	Count
In-person pre-clerkship courses/lectures at YOUR medical school							
All Medical Schools	2018	26.3	18.7	11.3	11.8	31.9	13,709
All Medical Schools	2017	23.5	17.4	11.8	12.6	34.7	13,234
All Medical Schools	2016	20.3	17.2	11.9	14.1	36.5	12,236
Virtual pre-clerkship courses/lectures (e.g., podcast or video) at YOUR medical school							
All Medical Schools	2018	17.8	14.8	10.6	15.6	41.3	13,592
All Medical Schools	2017	17.0	14.0	11.0	15.6	42.4	13,128
All Medical Schools	2016	17.5	14.3	10.9	15.7	41.6	12,142

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

		Percentage of Respondents Selecting Each Rating					
		Never	Less than once a month	At least once a month	At least once a week	Daily	Count
Online medical education courses/lectures from OTHER medical schools							
All Medical Schools	2018	46.8	26.1	11.1	8.3	7.6	13,704
All Medical Schools	2017	42.4	27.2	13.4	10.6	6.4	13,257
All Medical Schools	2016	40.2	29.8	14.3	10.8	4.9	12,254
Online videos for medical education information (e.g., YouTube)							
All Medical Schools	2018	3.6	11.2	17.8	34.6	32.7	13,721
All Medical Schools	2017	3.6	13.5	21.8	36.9	24.2	13,265
All Medical Schools	2016	4.5	17.2	26.3	35.8	16.2	12,263

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	2018	2.5	5.6	12.1	36.2	43.6	13,665
All Medical Schools	2017	1.7	5.2	10.7	37.7	44.7	13,188
All Medical Schools	2016	1.3	4.3	11.0	39.3	44.1	12,221

All Schools

2016 2017 2018

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

	Percent	Percent	Percent
I have already taken Step 1	0.2	0.2	0.1
I will take Step 1 before the end of the current calendar year	1.1	0.8	0.8
I will take Step 1 sometime from January to March of next year	16.0	18.6	21.8
I will take Step 1 sometime after March of next year	82.7	80.4	77.3
Number of respondents	12,272	13,281	13,727

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

	Percent	Percent	Percent
Yes	88.0	89.8	91.6
No	12.0	10.2	8.4
Number of respondents	12,270	13,275	13,717

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

	Percent	Percent	Percent
Yes	63.8	68.6	71.9
No	36.2	31.4	28.1
Number of respondents	12,273	13,281	13,712

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	2018	0.8	3.2	8.5	46.6	40.9	13,577
All Medical Schools	2017	0.7	2.7	8.2	46.9	41.4	13,152
All Medical Schools	2016	0.7	2.8	9.0	46.3	41.3	12,151
I often feel isolated at school							
All Medical Schools	2018	27.7	41.5	15.0	12.0	3.8	13,573
All Medical Schools	2017	28.7	41.1	15.3	11.5	3.4	13,080
All Medical Schools	2016	29.3	41.1	14.8	11.4	3.4	12,109

**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	2018	1.6	8.1	29.1	45.1	16.1	13,543
All Medical Schools	2017	1.5	8.3	28.6	46.1	15.5	13,078
All Medical Schools	2016	1.5	8.1	28.7	45.9	15.8	12,062
I often feel that my performance is being judged more closely than others							
All Medical Schools	2018	28.0	48.5	14.8	6.7	2.0	13,572
All Medical Schools	2017	29.2	47.6	15.1	6.2	1.9	13,125
All Medical Schools	2016	29.8	47.4	14.7	6.3	1.9	12,138
My teachers and mentors have told me that they feel sure that I can perform well against high standards							
All Medical Schools	2018	2.2	8.6	27.6	42.9	18.7	13,548
All Medical Schools	2017	1.9	9.3	27.6	43.5	17.6	13,123
All Medical Schools	2016	2.2	8.8	28.6	42.7	17.7	12,116
I closely share the professional values and interests of most of my classmates							
All Medical Schools	2018	1.5	7.4	19.1	54.7	17.3	13,549
All Medical Schools	2017	1.5	7.0	18.9	55.8	16.8	13,062
All Medical Schools	2016	1.4	7.1	19.3	55.5	16.7	12,074
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	2018	30.3	36.3	19.3	10.7	3.4	13,561
All Medical Schools	2017	30.9	35.8	18.4	11.2	3.7	13,107
All Medical Schools	2016	31.2	35.4	19.1	11.3	3.1	12,110
Students learn effective tools for recognizing their own bias in interacting with people of different identity groups							
All Medical Schools	2018	2.5	8.8	21.0	49.1	18.6	13,536
All Medical Schools	2017	2.6	9.1	21.1	48.5	18.7	13,071
All Medical Schools	2016	2.7	10.0	22.9	47.4	17.0	12,077
The medical school experience, to this point, contributes to students' ability to work in disadvantaged communities							
All Medical Schools	2018	2.3	8.5	19.2	47.9	22.2	13,550
All Medical Schools	2017	2.1	8.3	19.5	47.7	22.4	13,136
All Medical Schools	2016	2.4	8.9	20.4	46.9	21.4	12,128

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	2018	0.9	9.1	3.2	13,077
All Medical Schools	2017	0.9	9.1	3.1	12,522
All Medical Schools	2016	0.9	9.2	3.1	11,627

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	2018	0.8	14.6	3.2	13,132
All Medical Schools	2017	0.8	14.8	3.1	12,497
All Medical Schools	2016	0.9	14.9	3.2	11,626

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	2018	0.8	14.7	3.3	13,095
All Medical Schools	2017	0.8	14.8	3.2	12,518
All Medical Schools	2016	0.8	14.7	3.2	11,646

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	2018	17.4	45.0	25.1	6.0	4.8	1.9	13,231
All Medical Schools	2017	18.6	46.2	24.0	5.5	4.1	1.5	12,705
All Medical Schools	2016	18.0	47.5	24.0	5.4	3.6	1.5	11,801

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	2018	0.1	0.1	1.2	4.9	25.5	68.2	13,103
All Medical Schools	2017	0.0	0.1	1.3	4.9	26.4	67.4	12,600
All Medical Schools	2016	0.1	0.1	1.3	4.9	27.2	66.4	11,645
Using professional language/avoiding derogatory language								
All Medical Schools	2018	1.0	1.3	2.5	8.3	36.9	50.1	13,107
All Medical Schools	2017	0.7	0.6	2.4	8.3	38.1	49.9	12,591
All Medical Schools	2016	0.7	0.7	2.2	8.6	37.7	50.1	11,631
Dressing in a professional manner								
All Medical Schools	2018	0.1	0.2	1.3	5.1	30.0	63.4	13,090
All Medical Schools	2017	0.0	0.2	1.2	5.1	30.2	63.2	12,554
All Medical Schools	2016	0.1	0.1	1.2	5.6	31.1	61.9	11,614
Resolving conflicts in ways that respect the dignity of all involved								
All Medical Schools	2018	0.3	0.8	5.0	11.3	37.2	45.3	13,043
All Medical Schools	2017	0.2	0.7	4.6	11.2	37.3	45.9	12,529
All Medical Schools	2016	0.2	0.6	4.0	10.6	38.1	46.5	11,571
Being respectful of house staff and other physicians								
All Medical Schools	2018	0.1	0.2	2.0	7.2	34.5	56.0	13,064
All Medical Schools	2017	0.1	0.2	1.9	7.2	34.7	55.9	12,564
All Medical Schools	2016	0.1	0.2	2.1	7.4	35.7	54.6	11,600
Respecting diversity								
All Medical Schools	2018	0.2	0.7	4.4	11.5	33.0	50.3	12,986
All Medical Schools	2017	0.1	0.5	4.7	10.6	33.4	50.7	12,519
All Medical Schools	2016	0.2	0.6	4.5	10.5	33.7	50.5	11,539
Being respectful of other health professions								
All Medical Schools	2018	0.1	0.3	2.7	8.9	35.3	52.6	13,090
All Medical Schools	2017	0.1	0.2	2.7	9.3	35.7	52.1	12,595
All Medical Schools	2016	0.1	0.4	2.9	9.7	37.0	50.0	11,632
Being respectful of other specialties								
All Medical Schools	2018	0.2	0.4	3.7	10.9	37.4	47.4	13,069
All Medical Schools	2017	0.1	0.3	3.7	11.9	37.7	46.3	12,559
All Medical Schools	2016	0.1	0.4	3.6	12.5	38.7	44.6	11,596

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	2018	0.4	1.2	7.8	18.0	39.6	32.9	13,071
All Medical Schools	2017	0.3	1.2	7.0	18.9	40.4	32.2	12,572
All Medical Schools	2016	0.2	1.1	6.5	18.3	42.4	31.5	11,611
Providing direction and constructive feedback								
All Medical Schools	2018	0.5	2.0	8.9	19.3	36.6	32.6	13,064
All Medical Schools	2017	0.4	1.8	9.0	18.6	37.8	32.3	12,554
All Medical Schools	2016	0.4	1.9	9.1	18.3	38.8	31.5	11,586
Showing respectful interaction with students								
All Medical Schools	2018	0.2	0.5	3.8	11.1	39.9	44.4	13,090
All Medical Schools	2017	0.2	0.4	3.4	10.9	40.9	44.2	12,568
All Medical Schools	2016	0.2	0.5	3.6	10.4	41.6	43.7	11,620
Showing empathy and compassion								
All Medical Schools	2018	0.3	0.9	5.5	14.0	38.7	40.6	13,061
All Medical Schools	2017	0.2	0.9	4.9	13.5	40.2	40.2	12,570
All Medical Schools	2016	0.3	0.8	5.2	13.8	40.9	39.0	11,611

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	2018	2.5	6.9	21.5	43.7	25.4	12,836
All Medical Schools	2017	2.1	6.4	20.0	44.9	26.6	12,020
All Medical Schools	2016	2.2	6.4	20.0	44.0	27.4	11,073
My medical school has done a good job of fostering and nurturing my development as a future physician							
All Medical Schools	2018	0.7	1.8	7.0	49.0	41.5	13,110
All Medical Schools	2017	0.6	1.6	5.9	48.5	43.3	12,606
All Medical Schools	2016	0.5	1.6	5.9	47.8	44.1	11,667

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	2018	0.8	23.9	5.8	12,777
All Medical Schools	2017	0.8	23.9	5.8	12,244
All Medical Schools	2016	0.8	24.0	5.8	11,323

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	2018	0.8	24.2	4.4	12,604
All Medical Schools	2017	0.8	24.1	4.4	12,164
All Medical Schools	2016	0.8	23.9	4.5	11,213

All Schools

2016 2017 2018

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	98.2	98.2	98.3
Research	48.1	48.1	47.3
Teaching	62.1	62.7	62.8
Medical School Faculty	33.2	33.4	33.1
Administration (e.g., Department Chair, Dean)	22.0	22.2	22.7
Military Service	4.7	4.7	4.3
Public Health	32.0	32.2	34.3
Other	3.4	3.2	3.1
Number of respondents	11,454	12,398	12,852

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)	87.3	87.4	86.9
Part-time (less than 36 hours a week)	12.7	12.6	13.1
Number of respondents	11,226	12,153	12,569

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	2.7	2.8	2.7
Significantly involved	41.9	40.6	41.0
Involved in a limited way	55.5	56.7	56.3
Number of respondents	5,504	5,955	6,062

22. What general specialty are you considering?	All Schools		
	2016	2017	2018
	Percent	Percent	Percent
Anesthesiology or subspecialty	2.4	2.4	2.8
Child Neurology			0.5
Dermatology or subspecialty	1.5	1.9	1.9
Emergency Medicine or subspecialty	9.8	10.1	9.9
Family Medicine or subspecialty	5.9	5.3	5.7
Internal Medicine or subspecialty	17.2	17.5	16.4
Internal Medicine/Pediatrics	2.9	2.8	2.6
Medical Genetics or subspecialty	0.2	0.1	0.1
Neurological Surgery	1.5	1.7	1.8
Neurology or subspecialty	2.8	2.8	2.5
Nuclear Medicine	0.0	0.0	0.0
Obstetrics and Gynecology or subspecialty	5.2	5.1	5.4
Ophthalmology or subspecialty	2.0	2.3	2.4
Orthopaedic Surgery or subspecialty	5.0	4.8	5.2
Otolaryngology or subspecialty	1.5	1.7	2.1
Pathology or subspecialty	0.8	0.8	0.8
Pediatrics or subspecialty	10.5	9.5	8.9
Physical Medicine and Rehabilitation or subspecialty	0.8	0.8	0.8
Plastic Surgery or subspecialty	0.9	1.1	1.1
Preventive Medicine or subspecialty	0.1	0.1	0.1
Psychiatry or subspecialty	2.2	2.6	2.7
Radiation Oncology	0.8	0.7	0.5
Radiology or subspecialty	2.2	2.4	2.1
Surgery or subspecialty	7.9	8.0	7.6
Thoracic Surgery or subspecialty	0.8	0.7	0.9
Urology or subspecialty	1.0	0.9	1.3
Vascular Surgery or subspecialty	0.1	0.3	0.2
Undecided	13.8	13.5	14.0
I do not plan to practice medicine	0.1	0.1	0.1
Number of respondents	11,472	12,424	12,851

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.

	Percent	Percent	Percent
Primary care practice (i.e., office-based continuing care in general Family Medicine, general Internal Medicine, or general Pediatrics)	25.3	23.6	24.5
Hospitalist (i.e., salaried, full-time care of hospitalized patients)	7.1	7.5	7.6
Sub-specialty (e.g., Cardiology, Pediatric Oncology, Family Medicine/Sports Medicine)	47.3	48.6	47.3
Undecided	20.3	20.3	20.6
Number of respondents	4,788	4,993	4,990

24. 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	2018	7.9	34.2	35.4	22.5	12,823
All Medical Schools	2017	8.1	35.8	36.4	19.7	12,374
All Medical Schools	2016	9.4	36.9	34.7	19.0	11,426
High income potential						
All Medical Schools	2018	14.5	49.4	29.9	6.2	12,817
All Medical Schools	2017	13.9	51.1	29.0	6.0	12,367
All Medical Schools	2016	16.3	51.5	27.4	4.8	11,413
Social recognition or status						
All Medical Schools	2018	38.9	44.2	14.4	2.4	12,796
All Medical Schools	2017	38.0	44.8	14.8	2.4	12,368
All Medical Schools	2016	37.4	46.2	14.5	1.9	11,415
Stable, secure future						
All Medical Schools	2018	1.1	11.9	43.8	43.1	12,819
All Medical Schools	2017	0.9	12.2	44.9	42.0	12,383
All Medical Schools	2016	1.0	11.0	45.5	42.5	11,437
Creativity and initiative						
All Medical Schools	2018	4.9	32.5	43.0	19.6	12,799
All Medical Schools	2017	4.9	33.2	42.7	19.1	12,371
All Medical Schools	2016	4.9	32.4	42.8	19.9	11,425
Expression of personal values						
All Medical Schools	2018	3.6	22.2	44.0	30.2	12,792
All Medical Schools	2017	4.0	23.8	43.4	28.7	12,370
All Medical Schools	2016	4.6	24.1	42.9	28.3	11,408
Availability of jobs						
All Medical Schools	2018	2.8	25.8	47.7	23.6	12,813
All Medical Schools	2017	3.0	24.9	49.6	22.4	12,382
All Medical Schools	2016	2.3	23.4	50.1	24.2	11,432
Leadership potential						
All Medical Schools	2018	7.8	34.7	40.2	17.3	12,805
All Medical Schools	2017	7.7	34.0	40.9	17.4	12,371
All Medical Schools	2016	7.4	34.4	40.9	17.3	11,422
Work/life balance						
All Medical Schools	2018	1.2	13.0	34.7	51.1	12,822
All Medical Schools	2017	1.3	12.5	35.8	50.4	12,382
All Medical Schools	2016	1.4	13.1	35.0	50.6	11,437
Ability to pay off debt						
All Medical Schools	2018	12.4	16.7	30.6	40.3	12,811
All Medical Schools	2017	12.5	17.1	31.9	38.5	12,376
All Medical Schools	2016	13.1	17.1	30.3	39.5	11,431

24. 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
Opportunity for innovation						
All Medical Schools	2018	7.3	36.8	36.6	19.3	12,805
All Medical Schools	2017	6.5	37.0	37.8	18.6	12,357
All Medical Schools	2016	6.6	36.8	37.3	19.3	11,422

25. 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	2018	1.1	3.2	6.8	29.5	59.5	12,854
All Medical Schools	2017	1.0	3.1	6.2	29.0	60.8	12,414
All Medical Schools	2016	0.9	2.7	6.6	28.5	61.3	11,467

26. 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	2018	0.9	40.5	10.1	12,656
All Medical Schools	2017	0.9	40.2	10.1	12,258
All Medical Schools	2016	0.9	40.6	10.1	11,311

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.

		Mean	Standard Deviation	Count
QOL - Level of fatigue (0 = Constant tiredness, 10 = No fatigue)				
All Medical Schools	2018	4.8	2.3	12,801
All Medical Schools	2017	4.8	2.3	12,380
All Medical Schools	2016	4.8	2.3	11,431

		Mean	Standard Deviation	Count
QOL - Level of social support from family and friends (0 = No support, 10 = Highest level of support)				
All Medical Schools	2018	8.2	1.9	12,801
All Medical Schools	2017	8.1	1.9	12,374
All Medical Schools	2016	8.1	2.0	11,415

		Mean	Standard Deviation	Count
QOL - Level of financial concerns (0 = Constant concerns, 10 = No concerns)				
All Medical Schools	2018	5.3	3.0	12,800
All Medical Schools	2017	5.5	3.0	12,382
All Medical Schools	2016	5.5	3.0	11,437

27. 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	2018	0.8	5.9	2.9	12,726
All Medical Schools	2017	0.8	5.8	2.9	12,286
All Medical Schools	2016	0.8	5.7	2.9	11,326

28. 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	2018	0.8	9.8	3.7	12,565
All Medical Schools	2017	0.8	9.8	3.7	12,074
All Medical Schools	2016	0.8	9.7	3.7	11,145

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	2018	0.8	11.9	3.9	12,559
All Medical Schools	2017	0.8	11.8	3.9	12,055
All Medical Schools	2016	0.8	11.7	3.8	11,066

	All Schools		
	2016	2017	2018
29. 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.			
Sleep			
	<u>Percent</u>	<u>Percent</u>	<u>Percent</u>
Less than 5 hours	0.6	0.5	0.5
5.0 to 5.9 hours	3.9	3.7	3.8
6.0 to 6.9 hours	21.8	22.0	20.8
7.0 to 7.9 hours	41.5	41.2	42.0
8.0 or more hours	32.2	32.5	32.8
Median hours of sleep	7	7	7
Educational activities (e.g., attending class, studying)			
	<u>Percent</u>	<u>Percent</u>	<u>Percent</u>
Less than 7 hours	8.2	8.0	7.9
7.0 to 8.9 hours	19.2	19.5	19.0
9.0 to 10.9 hours	32.4	32.0	32.6
11.0 to 12.9 hours	25.5	26.1	25.7
13.0 or more hours	14.7	14.5	14.7
Median hours of educational activities	10	10	10
Non-educational activities (e.g., being with friends/family, solitary recreation)			
	<u>Percent</u>	<u>Percent</u>	<u>Percent</u>
Less than 3 hours	33.4	32.9	34.2
3.0 to 4.9 hours	40.9	40.8	41.0
5.0 to 6.9 hours	18.1	18.4	17.6
7.0 to 8.9 hours	5.6	6.0	5.5
9.0 or more hours	2.0	1.9	1.7
Median hours of non-educational activities	3	3	3
Paid work			
	<u>Percent</u>	<u>Percent</u>	<u>Percent</u>
Zero hours	90.4	90.8	90.4
Less than 1 hour	1.4	1.5	1.2
1.0 to 1.9 hours	4.6	4.3	4.9
2.0 to 2.9 hours	2.2	2.0	2.0
3.0 or more hours	1.5	1.4	1.6
Median hours of paid work	0	0	0
Exercise/sports			
	<u>Percent</u>	<u>Percent</u>	<u>Percent</u>
Zero hours	16.6	17.7	16.7
Less than 1 hour	14.1	13.6	10.4
1.0 to 1.9 hours	50.8	49.9	52.9
2.0 to 2.9 hours	16.3	16.7	17.9
3.0 or more hours	2.3	2.2	2.1
Median hours of exercise/sports	1	1	1

All Schools

2016 2017 2018

29. 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. (Continued)

Other

	Percent	Percent	Percent
Zero hours	33.2	33.1	32.0
Less than 1 hour	1.3	1.2	0.9
1.0 to 1.9 hours	12.0	11.9	12.4
2.0 to 2.9 hours	19.0	19.5	18.3
3.0 or more hours	34.5	34.3	36.3
Median hours of other activities	2	2	2
Number of respondents	11,261	12,181	12,424

30. 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	2018	76.6	14.5	8.4	0.4	12,694
All Medical Schools	2017	76.5	14.8	8.3	0.4	12,254
All Medical Schools	2016	76.4	14.5	8.8	0.3	11,330
Been publicly humiliated?						
All Medical Schools	2018	92.0	5.4	2.4	0.3	12,697
All Medical Schools	2017	92.1	5.5	2.2	0.2	12,240
All Medical Schools	2016	92.1	5.5	2.2	0.2	11,313
Been threatened with physical harm?						
All Medical Schools	2018	99.0	0.6	0.3	0.0	12,698
All Medical Schools	2017	99.1	0.6	0.3	0.0	12,224
All Medical Schools	2016	99.0	0.7	0.2	0.1	11,306
Been physically harmed?						
All Medical Schools	2018	99.1	0.6	0.3	0.0	12,700
All Medical Schools	2017	99.3	0.4	0.2	0.0	12,234
All Medical Schools	2016	99.3	0.4	0.2	0.1	11,299
Been required to perform personal services?						
All Medical Schools	2018	97.5	0.7	1.3	0.5	12,699
All Medical Schools	2017	97.7	0.6	1.1	0.5	12,249
All Medical Schools	2016	97.5	0.6	1.2	0.6	11,320

- 30. 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	2018	96.7	1.9	1.2	0.1	12,703	
All Medical Schools	2017	96.7	2.0	1.2	0.1	12,236	
All Medical Schools	2016	97.1	1.8	1.0	0.1	11,309	
Been asked to exchange sexual favors for grades or other rewards?							
All Medical Schools	2018	99.6	0.1	0.2	0.0	12,694	
All Medical Schools	2017	99.8	0.1	0.1	0.0	12,240	
All Medical Schools	2016	99.7	0.1	0.2	0.0	11,312	
Been denied opportunities for training or rewards based on gender?							
All Medical Schools	2018	97.3	1.4	1.0	0.2	12,695	
All Medical Schools	2017	97.2	1.4	1.1	0.3	12,232	
All Medical Schools	2016	97.7	1.2	1.0	0.2	11,299	
Been subjected to offensive sexist remarks/names?							
All Medical Schools	2018	88.7	5.9	5.1	0.4	12,654	
All Medical Schools	2017	88.7	5.6	5.2	0.5	12,184	
All Medical Schools	2016	89.9	5.2	4.5	0.4	11,248	
Received lower evaluations or grades solely because of gender rather than performance?							
All Medical Schools	2018	98.0	1.2	0.6	0.1	12,698	
All Medical Schools	2017	98.4	0.9	0.6	0.0	12,255	
All Medical Schools	2016	98.4	0.9	0.5	0.1	11,317	
Been denied opportunities for training or rewards based on race or ethnicity?							
All Medical Schools	2018	96.7	1.3	1.6	0.4	12,692	
All Medical Schools	2017	96.6	1.2	1.7	0.5	12,243	
All Medical Schools	2016	96.8	1.1	1.6	0.5	11,315	
Been subjected to racially or ethnically offensive remarks/names?							
All Medical Schools	2018	93.7	3.3	2.7	0.3	12,682	
All Medical Schools	2017	93.8	3.3	2.7	0.3	12,230	
All Medical Schools	2016	93.8	3.4	2.5	0.3	11,297	
Received lower evaluations or grades solely because of race or ethnicity rather than performance?							
All Medical Schools	2018	98.8	0.7	0.4	0.1	12,689	
All Medical Schools	2017	98.9	0.5	0.5	0.1	12,234	
All Medical Schools	2016	99.0	0.6	0.3	0.1	11,301	
Been denied opportunities for training or rewards based on sexual orientation?							
All Medical Schools	2018	99.2	0.2	0.4	0.1	12,696	
All Medical Schools	2017	99.4	0.2	0.3	0.0	12,237	
All Medical Schools	2016	99.5	0.2	0.3	0.1	11,314	
Been subjected to offensive remarks/names related to sexual orientation?							
All Medical Schools	2018	97.9	1.0	1.0	0.1	12,688	
All Medical Schools	2017	98.2	0.8	0.8	0.1	12,214	
All Medical Schools	2016	98.2	0.9	0.8	0.1	11,287	

**30. 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	2018	99.5	0.2	0.2	0.1	12,681	
All Medical Schools	2017	99.7	0.1	0.2	0.0	12,209	
All Medical Schools	2016	99.7	0.2	0.1	0.0	11,292	
Been subjected to negative or offensive behavior(s) based on your personal beliefs or personal characteristics other than your gender, race/ethnicity, or sexual orientation?							
All Medical Schools	2018	95.8	1.6	2.2	0.5	12,635	
All Medical Schools	2017	95.3	1.9	2.4	0.4	12,189	
All Medical Schools	2016	95.8	1.7	2.2	0.3	11,258	

31. 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 Q30 above.

All Schools

2016	2017	2018
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	Percent	Percent	Percent
Yes	24.2	25.9	25.3
No	75.8	74.1	74.7
Number of respondents	11,337	12,267	12,710

32. 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").

	Percent	Percent	Percent
Same gender identity as the sex assigned at birth	99.5	99.4	99.4
Different gender identity from the sex assigned at birth	0.5	0.6	0.6
Number of respondents	11,356	12,261	12,697

33. How do you self-identify?

	Percent	Percent	Percent
Bisexual	3.7	3.8	4.8
Gay or lesbian	4.0	4.1	3.7
Heterosexual or straight	92.4	92.1	91.6
Number of respondents	11,285	12,175	12,551

34. Control of medical school:
Note: This information is populated from other AAMC data sources.

	<u>Percent</u>	<u>Percent</u>	<u>Percent</u>
Private	37.6	38.0	38.0
Public	62.4	62.0	62.0
Number of respondents	12,457	13,467	13,912

35. Region of medical school:
Note: This information is populated from other AAMC data sources.

	<u>Percent</u>	<u>Percent</u>	<u>Percent</u>
Central	28.6	26.9	27.1
Northeast	27.9	27.7	26.9
South	33.2	34.7	33.7
West	10.4	10.7	12.2
Number of respondents	12,457	13,467	13,912

2018 Y2Q References

Each item number below refers to the question number in the 2018 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)

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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)

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

Q26: Quality of Life (QOL) Scale

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Q27: Perceived Stress Scale (PSS-4) Scale

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

Q28. Oldenburg Burnout Inventory for Medical Students Scale

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