

Important Information About The Matriculating Student Questionnaire (MSQ)

Please Read Carefully

The MSQ is a collaborative research project of the Association of American Medical Colleges (AAMC) and its member medical schools. It seeks information from students entering medical school in order to improve medical education both locally and nationally.

Questions on the MSQ address your pre-medical education, your application and admissions experience, your plans beyond medical school, and your demographic background. Your complete responses to these questions assure that your medical school gets a comprehensive evaluation of its program. Additional questions address educational debt and financial aid, thus the answers you give may be considered sensitive. The AAMC uses this information to monitor the costs of medical education and to inform policies aimed at ameliorating the impact of these growing costs.

MSQ data are routinely provided each medical school in a report summarizing the aggregate responses of its students. On occasion, to conduct further analyses or to improve their programs, a medical school may ask the AAMC to provide MSQ data in a form that identifies students with their responses. **At the end of this questionnaire, you will be asked if you consent to release, to your medical school only, your personally identified MSQ responses. Without your explicit consent, we will not release your responses in a form that identifies you with your responses.**

Your MSQ responses are retained in perpetuity by the AAMC in a secure database and kept confidential. This means that we make every effort to keep your information confidential, and we share it only with people who have agreed to keep it confidential, such as AAMC project staff, who are trained in data security, member medical schools, and medical education researchers. When released, your data will be recorded with code numbers in place of your name. The key that links you with your code number will be kept in a password-protected file that only senior-level AAMC Data Warehouse staff can access. It is possible, though very unlikely, that federal or state law may require disclosure of MSQ data. If this ever happens, we will make every effort to protect your personal information. Still, if your personally identified information were ever publicly revealed without your consent, it could be detrimental. Thus the MSQ is voluntary; deciding not to complete the MSQ or refraining from answering specific questions will not result in any adverse consequences to you.

The MSQ has been reviewed according to AAMC policies governing research. If you have questions about this review or your participation in the research, please contact the AAMC's Human Subjects Research Protection Program by email (hsrppadministrator@aamc.org). This research is being conducted by staff in the Data Resources and Studies unit of the AAMC. If you have any questions about the MSQ, how your information is used, MSQ results, or to report survey problems, please contact MSQ staff by email (msq@aamc.org).

I have read and understood this disclosure.



Survey Clearance # 2008-011





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Please complete all sections of the questionnaire.

- After answering the questions in a section, use the "Save and Continue" button to save your answers.
- If all questions in a section are completed, the red X on this page will change to a blue check.
- You can see which questions you missed by using the Status Summary feature next to each section.

Survey Not Yet Submitted

Section	Summary	Status
Part I - Pre-Medical Experience	Status Summary	X
Part II - Medical School Application	Status Summary	X
Part III - Career Plans and Interests	Status Summary	X
Part IV - Background Information	Status Summary	X
Part V - Financial Information	Status Summary	X

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(Last Login Date: 6/29/2007)



Part I - Pre-Medical Experience

Progress: (1 of 5) 0%

1. When did you definitely decide that you wanted to study medicine?

- Before high school
- During high school/before college
- During the first two years of college
- During junior year in college
- During senior year in college
- After receiving a bachelor's degree
- After receiving an advanced degree

2. How did the following factors influence your decision to study medicine rather than to pursue another career? Select one of the five options to the right of each factor.

Factor

	Very Positive Influence	Positive Influence	No Influence Either Way	Negative Influence	Very Negative Influence
• Parent	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• Another relative or friend	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• Physician	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• Professor or teacher	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• Health professionals advisor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• Career/guidance counselor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• Science course	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- Particular book, article, film, television program
- Health-related work experience
- Experience with illness/accident
- Competitiveness/challenge of medicine
- Anticipated financial debt
- Anticipated future salary
- Anticipated lifestyle (balance between work and other activities)

3. If you had not been accepted into a U.S. medical school, what other option would you most likely have chosen? Select only one:

- Other medical training school in the U.S. (e.g., dentistry, osteopathic, veterinary, nursing, physician's assistant, chiropractor)
- Allopathic medical training outside the U.S. (off-shore or foreign medical school)
- Graduate degree (Master's, Ph.D.) in science, technology, or math (e.g., engineering, chemistry)
- Professional degree (non-science; e.g., law, M.B.A., teaching degree, higher education, public administration)
- Graduate degree in social sciences (psychology, sociology, etc.)
- Graduate degree in other humanities (history, English, etc.)
- Other:

4. How many times did you take the MCAT prior to getting accepted into medical school? Select one:

- Once
- Twice
- Three or more times

4b. If your scores improved after retaking the MCAT, what was the major cause of the improvement? Select one:

- Taking online MCAT practice exams
- Taking an MCAT preparation course
- Taking additional course work
- Private tutoring
- Changing my personal study habits
- Getting specific advice from a health advisor or other mentor

Please describe advice:

- My scores did not improve

5. In exploring your career in the medical profession, did you use any career exploration tools (e.g., career interest inventories, computerized or web-based career guidance systems)?

- Yes
 No

6. Indicate the reason(s) you enrolled in the following courses. If you did not take the course, check Did Not Take Course. If you did take the course, check all reasons that apply:

Course

	Did Not Take Course	Personal Interest/Other	MCAT Preparation	Medical School Requirement	Undergraduate Requirement
• Biology, Introductory Level	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Biology, Advanced Level	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• General Chemistry, Introductory Level	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• General Chemistry, Advanced Level	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Organic Chemistry, Introductory Level	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Organic Chemistry, Advanced Level	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Physics, Introductory Level	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Physics, Advanced Level	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Course

	Did Not Take Course	Personal Interest/Other	MCAT Preparation	Medical School Requirement	Undergraduate Requirement
• Biochemistry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Genetics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Physiology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Zoology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Calculus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Statistics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Psychology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Social Sciences, Other Than Psychology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Course

	Did Not Take Course	Personal Interest/Other	MCAT Preparation	Medical School Requirement	Undergraduate Requirement
• English Composition/Writing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• English Literature	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Humanities, Other Than English	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7. Indicate any programs you participated in to prepare for a career in medicine or science. Select all that apply:

- Magnet science/health science high school
- Summer laboratory research apprenticeship for high school students
- Classroom-based summer, after-school, or Saturday program for high school students
- Laboratory research apprenticeship for college students
- Summer academic enrichment program for college students
- MCAT preparation course Non-degree post baccalaureate program to strengthen academic skills
- Non-degree post baccalaureate program to complete premedical requirements
- Volunteered or worked in the healthcare field
- None of the Above

8. Before coming to medical school, how much interaction did you have with people in each of the following groups:

	None	Little	Some	Substantial
• Asians	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• Blacks/African-Americans	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• Native Americans/American Indians	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• Hispanics/Latinos	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• Whites/Caucasians	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• People with different religious beliefs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• Gay, lesbian, or bisexual individuals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• Individuals with disabilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9. Based on your undergraduate experiences, indicate whether you agree or disagree with the following statements.

	Strongly Agree	Agree	No Opinion/Indifferent	Disagree	Strongly Disagree
• The perspectives of individuals from racial and ethnic groups different than my own were often brought into my undergraduate coursework.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• My knowledge or opinions of others were influenced or changed by becoming aware of different perspectives.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Part II - Medical School Application

Progress: (2 of 5) 20%

10. In choosing the medical school you now attend, what were the key positive and negative factors you weighed? Select from one of the five options to the right of each factor.

Premedical Experiences

	Very Positive Factor	Positive Factor	Not A Factor Either Way	Negative Factor	Very Negative Factor
• Advice of premedical advisor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• Advice of parents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• Advice of medical school graduate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• Advice of hometown physician	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• Advice of career/guidance counselor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• General reputation of school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• Research reputation of school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Application & Interviews

	Very Positive Factor	Positive Factor	Not A Factor Either Way	Negative Factor	Very Negative Factor
• Interviews/meetings with faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• Interviews/meetings with administrators	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• Interviews/meetings with students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• Geographic location of medical school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• Financial considerations/cost of attending	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• Amount of financial support offered	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• Programs for minority and/or disadvantaged students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

School's Medical Education Program

	Very Positive Factor	Positive Factor	Not A Factor Either Way	Negative Factor	Very Negative Factor
• School's teaching methods/curricula	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• Program of elective courses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• Medical ethics/medical humanities emphasis	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• Combined baccalaureate-M.D. program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• Medical scientist (M.D./Ph.D.) program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• Other Dual Degree opportunity such as M.P.H., M.P.A., J.D. or M.B.A.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• Research experience/opportunity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• Rural medicine experience/opportunity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• Community-based medicine experience/opportunity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• Family medicine experience/opportunity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other Educational Factors

	Very Positive Factor	Positive Factor	Not A Factor Either Way	Negative Factor	Very Negative Factor
• Desire to attend school within my home state	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• Diversity of the student body	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• Diversity of the faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• Faculty mentorship at medical school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• Ability of school to place students in particular residency programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

11. For each of the following persons, please rate how helpful their advice was regarding the medical school application process. Select one of the five options to the right of each person.

Person

	Very Helpful	Somewhat Helpful	Neither Helpful Nor Unhelpful, Or I Did Not Seek Their Advice	Gave Unhelpful, Confusing, Or Misleading Advice
• Premedical advisor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• Faculty member	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• Physician	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• Family member	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• Another student or medical student	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- Career/guidance counselor
- Medical school admissions official
- Other:

12. Referring only to the medical school you now attend, please indicate which of the following topics were covered in the application materials. Select all that apply:

- Your interest in a general specialty career, family practice, general internal medicine or general pediatrics.
- Your interest for practice in a geographically underserved (e.g., rural or inner city) area.
- Your interest for practice in a socioeconomically deprived area.
- Your interest in global health issues.
- None of the Above

13. Has more than a year passed since you graduated from college?

- Yes
- No

13b. How did you spend your time between college and medical school?

- Worked at another career
- Worked to secure financing
- Continued coursework to strengthen application to medical school
- Took premedical courses for the first time
- Pursued graduate studies
- Raised family
- Traveled
- Other:

14. Prior to entering medical school, did you expect the student body at your medical school to be racially and ethnically diverse?

- Yes
- No

14b. Please indicate your expectations about the impact of diversity on your medical education. For each statement below, select one of the five options to the right.

No

- I expect the racial and ethnic diversity of my school's student body to positively influence my professional growth and development.
- I expect to be trained to care for individuals whose racial and ethnic backgrounds are different from my own.
- I expect my knowledge or opinion will be influenced or changed by becoming more aware of the perspectives of individuals whose racial and ethnic backgrounds are different from my own.

Strongly Agree Agree Opinion/Indifferent Disagree Strongly Disagree

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

15. What types of non-classroom experiences do you expect to participate in during the time you are also a medical student? Select one or more of the following:

- Global health education or service
- Research
- Talking to students in schools about science/health education and careers
- Community service/activism
- Medical student organization(s)
- Other:

16. Do you expect to use the following resources during medical school? Select one of the four options to the right for each resource.

Expect to Use Often Expect to Use Some Not Sure Dont Expect To Use

• Child care services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• Counseling or mentoring services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• Spousal support group	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• Medical specialty organization/society	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• Careers in Medicine online career planning tool	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• Financial planner (other than school financial aid office)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• Online social network (e.g., Facebook, MySpace, AspiringDocs.org)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• Other: <input style="width: 100px;" type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Part III - Career Plans and Interests

Progress: (3 of 5) 40%

17. Which of the following medical practice areas do you plan to enter after medical school? Select only one:

- Generalist (family practice, internal medicine, pediatrics)
- Medical Specialty (allergy/immunology, dermatology, medical genetics, preventive medicine, neurology, psychiatry)
- Surgical (general or specialized surgery, including: obstetrics & gynecology, neurological surgery, orthopedics, ophthalmology, otolaryngology, plastic surgery, thoracic surgery, urology, colon/rectal surgery)
- Support (anesthesiology, emergency medicine, nuclear medicine, pathology, physical medicine/rehab, radiology)

18. Indicate your career intentions from the options listed below. Select only one:

- Full-time academic faculty (teaching, research)
- Full-time clinical practice (non-academic)
- Other:
- Undecided

19. Where do you hope to work after completing your residency/fellowship training?

- In the state of my permanent address
- In the state of my medical school
- Some other state
- Outside the United States
- Undecided

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

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

- Yes
- No
- Undecided

21b. Indicate the likely location. Select only one:

- Rural community
- Inner-city community
- Other

22. Regardless of location, do you plan to work primarily with minority populations? Select only one:

- Yes
- No
- Undecided

22b. Indicate the minority population you intend to work with.

Select only one:

- Black/African American
- Hispanic/Latino
- Native American
- Asian
- Other:

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Part IV - Background Information

Progress: (4 of 5) 60%

23. What is your race/ethnicity? Select one or more from the following to indicate what you consider yourself to be. Check all that apply:

- Alaskan Native
- American Indian
- Black or African-American
- White

Asian (check all that apply)

- Indian
- Pakistani
- Chinese
- Filipino
- Japanese
- Korean
- Vietnamese
- SE Asian, Non-Vietnamese
- Other Asian:

Native Hawaiian or Other Pacific Islander (check all that apply)

- Native Hawaiian
- Guamanian or Chamorro
- Samoan

Other Pacific Islander:

Spanish/Hispanic/Latino/Latina (check all that apply)

Mexican, Mexican American, Chicano/Chicana

Puerto Rican

Cuban

Other Hispanic:

Some Other Race/Ethnicity:

24. Please describe the racial/ethnic composition of the following:

	Nearly All Minorities	Mostly Minorities	50-50	Mostly White	Nearly All White
• Neighborhood where you grew up	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• College from which you graduated	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• Your friends in college	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

25. Please describe your level of fluency in the English language. Select only one:

- English is my first language, learned in infancy and still spoken.
- English is my first language, but I also have another first language (please specify):
- I became fluent in English after infancy but before age 18.
- I became fluent in English after the age of 18.
- I am not yet fully fluent in English.

26. Please indicate your current marital status. Select only one:

- Never Married
- Separated
- Divorced
- Widowed
- Engaged
- Married/Domestic Partner

27. Regardless of your dependency status, please indicate your parents' combined gross income for last year (a rough estimate is sufficient).

\$

27b. The above figure represents the income of:

- Father Only
- Mother Only
- Both Parents
- Other

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Part V - Financial Information

Progress: (5 of 5) 80%

The information requested in this section will help us better understand the rising levels of medical student indebtedness. If you cannot remember the actual figures for some of the questions below, please enter rough estimates.

28. Do you have any outstanding educational loans for your college/premedical education that you are legally required to repay?

- Yes
No

Please enter the amount - \$

29. How were your college/premedical costs paid? Please enter a percentage for each applicable category to total 100%. Enter 0 (zero) for non-applicable categories. Note: The total of all sources must equal 100%.

Table with 2 columns: Category (Scholarships or awards, Loans, Work-study program, Personal income and savings, Money from parents or family, Money earned by spouse, Other, Total) and Percentage input field.

30. How do you plan to finance your medical school education? Please enter a percentage for each applicable category to

total 100%. Enter 0 (zero) for non-applicable categories. Note: The total of all sources must equal 100%.

%

Scholarships or awards:	<input type="text"/>
Loans:	<input type="text"/>
Work-study program:	<input type="text"/>
Personal income and savings:	<input type="text"/>
Money from parents or family:	<input type="text"/>
Money earned by spouse:	<input type="text"/>
Other:	<input type="text"/>
Total:	<input type="text" value="0"/>

31. Do you have any non-educational, consumer debt that you are legally required to repay? (This includes credit card debt, car loans, or other consumer debt. Do not include home mortgages. Enter 0 (zero) for non-applicable categories.)

- Yes
 No

\$

Credit Card(s)	<input type="text"/>
Car Loans:	<input type="text"/>
Other Consumer Loans:	<input type="text"/>
Total:	<input type="text" value="0"/>

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Release to Medical School

I consent to have personally identifiable information released to my medical school. I understand that the medical school will not distribute this information to organizations or persons in any form that will permit personal identification of me.

Yes, I Do Consent No, I Do Not Consent

Recruitment Registry

To assist institutions and agencies in recruiting individuals with particular interests (e.g., pediatrics) or with particular characteristics of gender and/or ethnic identity, the AAMC maintains a set of registries, in which participation is voluntary. One such registry is a listing of students who are members of racial or ethnic groups currently underrepresented in medicine (Black/African Americans, Native Americans [including AK, HI], Mexican Americans, and Mainland Puerto Ricans). Other registries include individuals with a particular career interest, such as academic medicine, or with particular geographic preferences for location of practice. If you would like to participate in these voluntary registries, please click "Yes" below.

Would you like to be included in the voluntary AAMC student registries?

Yes, I Want To Be Included No, I Do Not Want To Be Included

[Save & Continue](#)