

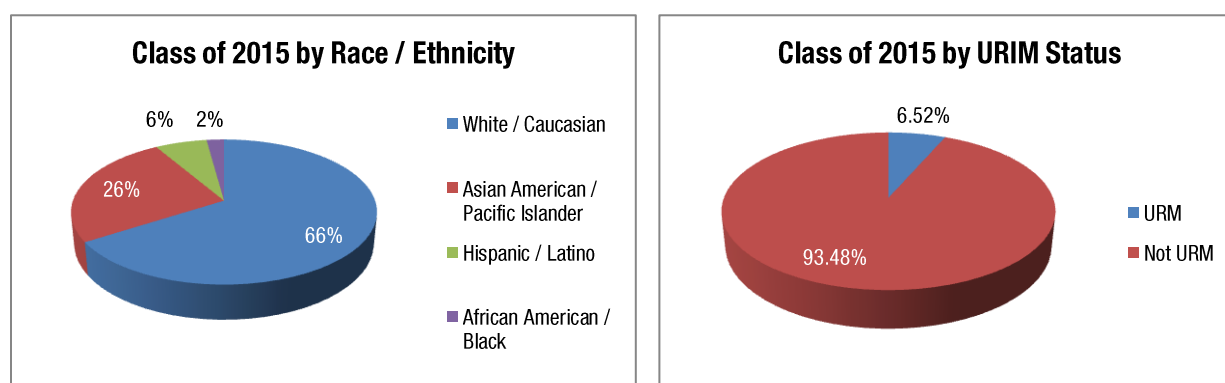
The University of Arizona College of Medicine—Phoenix

A Profile of the Class of 2015

A survey designed to understand entering medical students' backgrounds has been administered each year at the Phoenix campus since 2009. The survey was completed by 46 students in 2009 (96% of the class), 47 students in 2010 (98% of the class) and 46 students in 2011 (96% of the class). Data presented are from students who completed the survey during the first-year orientation in July 2011.

RACE, GENDER & ETHNICITY

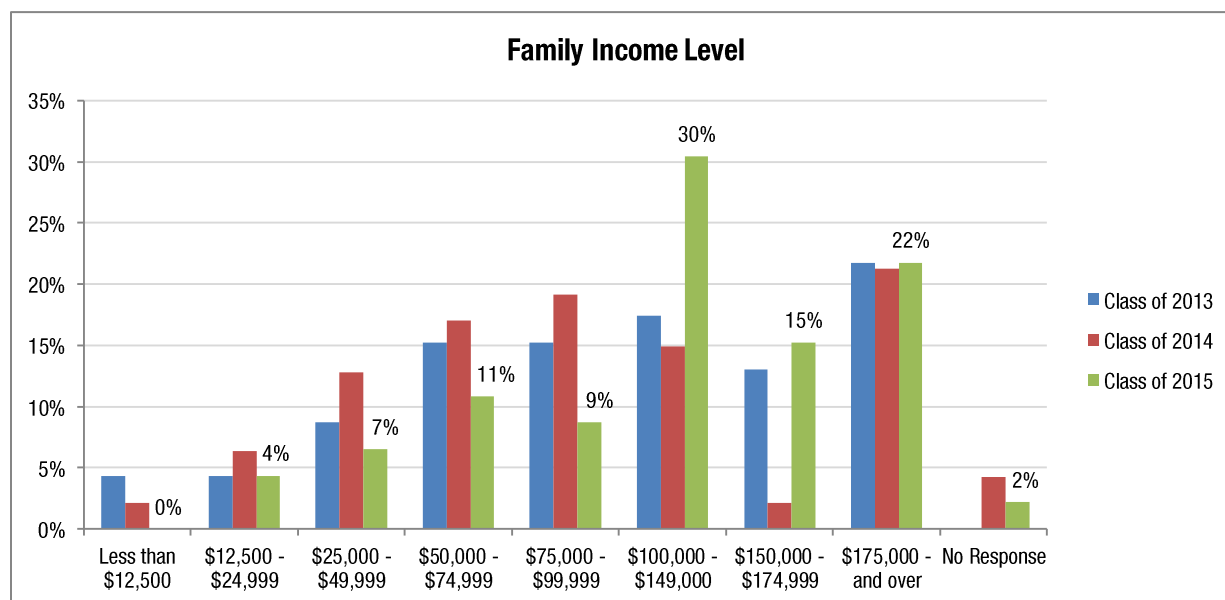
A majority of the class are women (54%). Similar to previous years, the majority of students are white, with Asian American / Pacific Islander students representing the second largest group. Under-represented in medicine (URIM) students account for 6.5% of the class, a slight decline from the class of 2014, which had 8.5% URIM students.

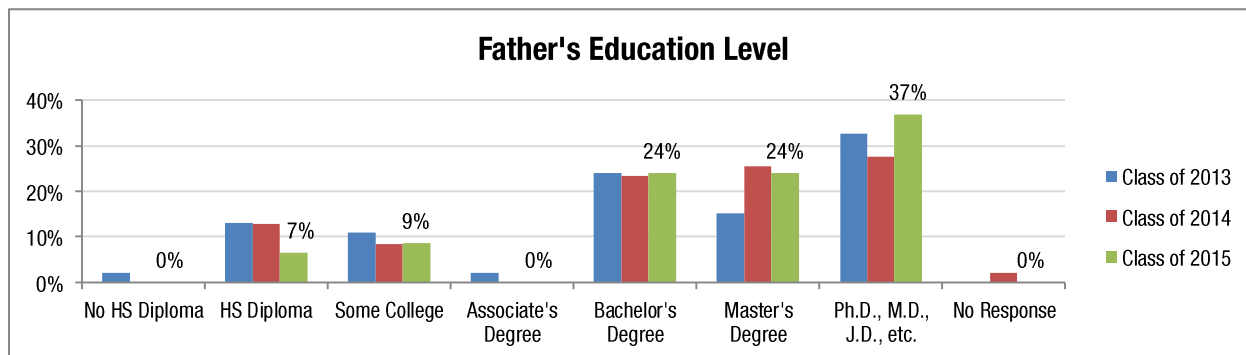
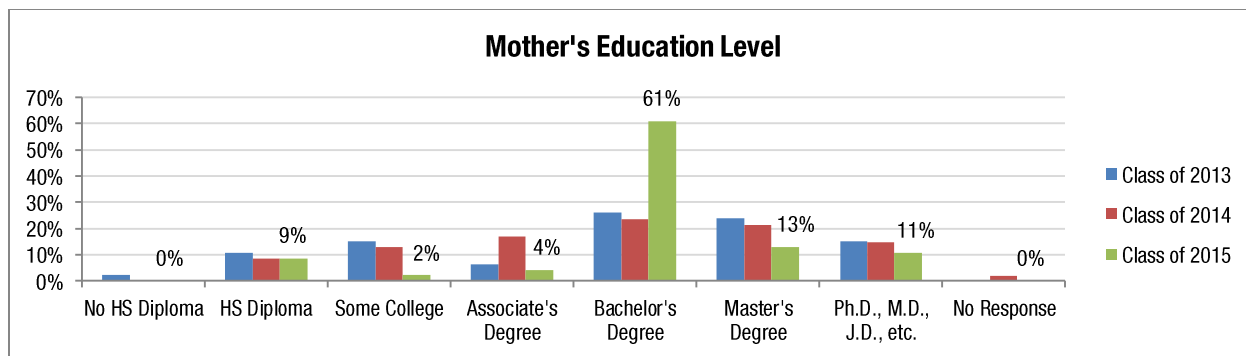


*URIM students include students who self-identify as Hispanic/Latino, African American/Black, or Native American

FAMILY INCOME & EDUCATION

The class of 2015 tends to be from high socioeconomic status (SES) backgrounds, as indicated by family income and parental education. One of the most pronounced differences in the class of 2015 from previous years at the Phoenix campus is the 100% increase in the number of students reporting family incomes in the \$100,000 to \$149,000 range. More than two thirds (67%) of students in the cohort come from families that make greater than \$100,000. According to the U.S. Census Bureau, 27.5% of all Americans had at least a bachelor's degree, and the median household income was \$50,221 for 2009. For the same year, 25.7% of Arizonans had at least a bachelor's degree, and their median household income was \$48,711.





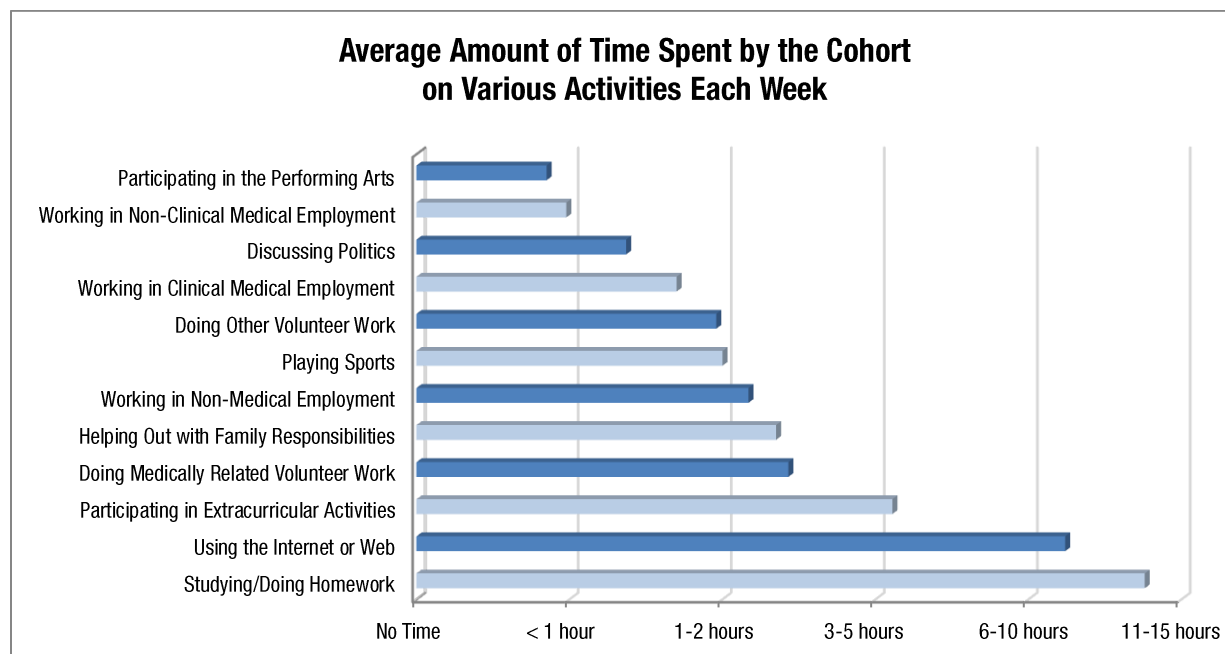
As can be seen in the graphs above, the class of 2015 comes from families where 85% of their mothers and/or fathers hold a bachelor's degree or higher. In addition, there was a 200% increase in the percentage of mothers who have a bachelor's degree. These characteristics also present themselves in the table below, both in the class' overall SES index and the mean values for URIM students, when compared to the class of 2014. Likely due to the high achievement of their mothers, no student in the class of 2015 had a score in the bottom third of our SES index (mother's education + family income).

Entering Student SES Index				Mean Value for URIM Students by Year			
	2010	2011	%change		2010	2011	%change
Mean	9.91	10.91	10.1%	Family Income	5	6.5	30.0%
StDv	3.05	2.448	-19.7%	Mother's Education	4.25	4	-6.3%
Range	11	9	-18.2%	Father's Education	5	6	20.0%
# ≥ 10	25	31	24.0%				
# ≤ 5	4	0	-100.0%				

*SES Index calculated as family income + mother's education; SES scale: 2-15.

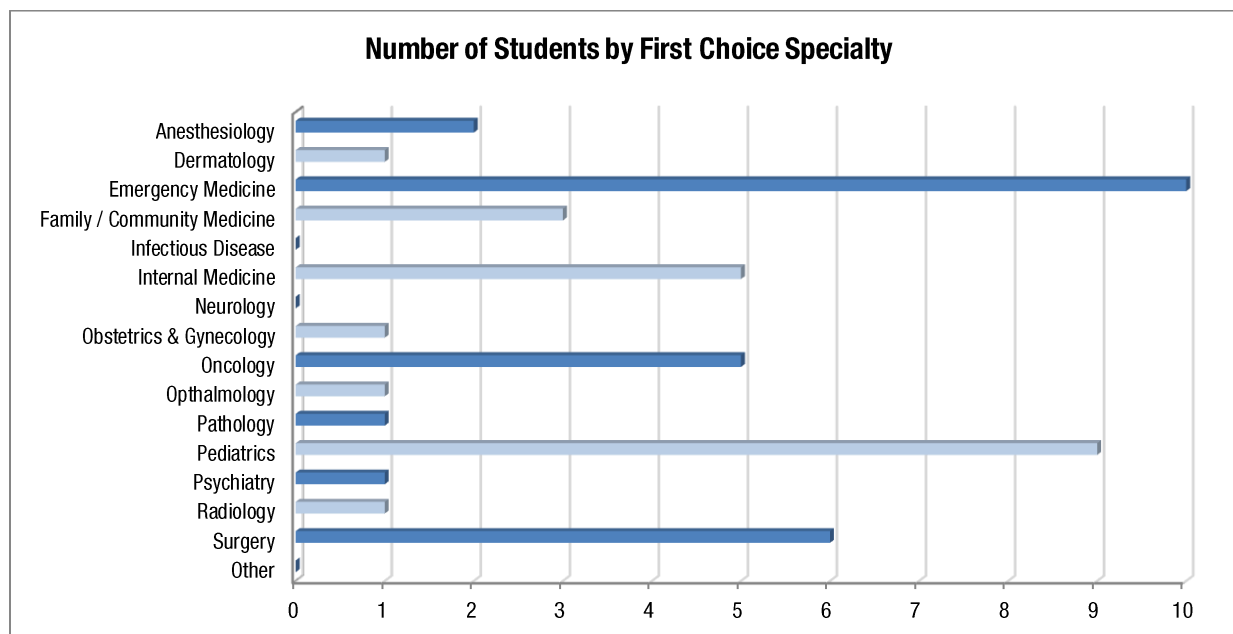
TIME BUDGETING DURING LAST YEAR OF COLLEGE

Students report spending time on a variety of activities during their last year of college, but allocated the most time to studying/doing homework, and using the Internet. This is typical of similar data for past classes.



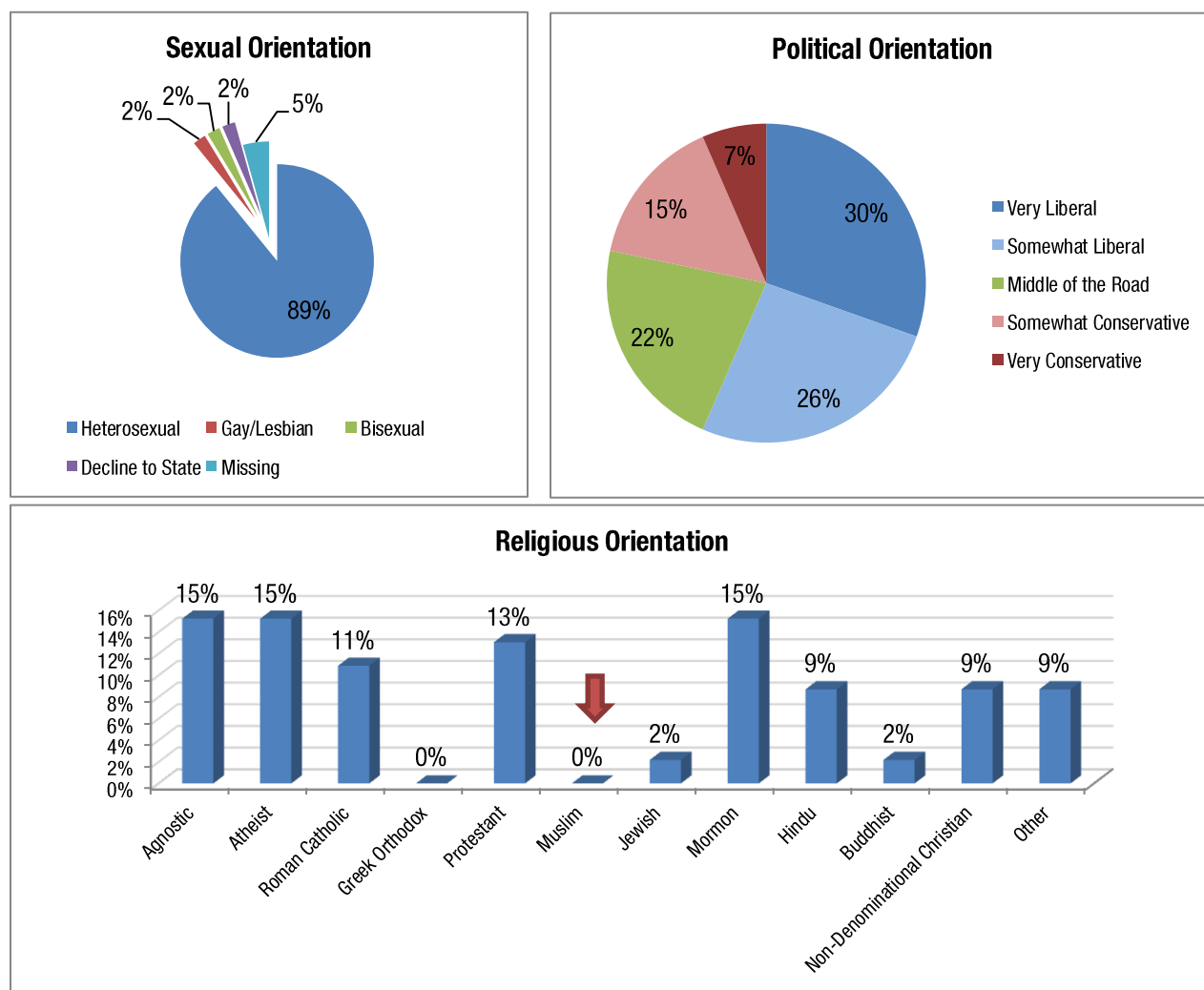
FIRST CHOICE SPECIALTY

This year's top 3 first choice specialties include emergency medicine (10), pediatrics (9) and surgery (8), which comprise the interests of roughly half the class. Last year's top 3 specialties included surgery (10), pediatrics (7) and internal medicine (7).



SEXUAL, RELIGIOUS & POLITICAL ORIENTATIONS

The class of 2015 is the first class for which we have collected data on sexual, religious and political orientations. While incoming students are 89% heterosexual, there was a fair dispersion of religious orientations, and a substantial political lean toward liberal orientation (56%). Almost half (48%) of the class is Christian, and none identified as Muslim.



Significant Findings

Although the data presented thus far provides an understanding of the demographics of the class of 2015, the survey inquires deeper into the student's understanding of self and their activities and predispositions in the years prior to entering medical school. All variables were evaluated for significance when compared across ethnic groups, minority status, gender and income groups, and the most significant findings surfaced between income groups. When divided into higher income (parental income greater than \$100,000) and lower income (parental income less than \$100,000) groups, we learned that students from higher income backgrounds tend to participate in extracurricular activities for longer periods of time, and they tend to rate themselves significantly higher in tolerance, having better listening and verbal communication skills, as well as being in better emotional and physical health compared to the rest of their cohort. Self-ratings for perseverance and a commitment to learning were also higher for higher income students.

