AAMC
Tomorrow's Doctors, Tomorrow's Cures®

Medical School Missions Management Tool

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Prepared for

University of North Carolina at Chapel Hill
School of Medicine

Association of
American Medical Colleges

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Background

All U.S. medical schools share the missions of teaching, biomedical research, and the provision of health care. However, the emphasis that any individual medical school places on these missions and its unique goals varies among medical schools. This variability is driven by many factors, including a medical school's charter, its history, its character as a public or privately supported institution, as well as expectations of the state, the faculty, and the local community.

The Medical School Missions Management Tool (MSMMT) is intended to provide the leadership of each medical school with data relative to its mission and goals. The MSMMT reflects the many varied missions and goals of the medical schools. The AAMC has not created a composite index from the measures in this report because it is our intention to depict the individual outcomes achieved by each medical school. The AAMC rejects the notion of a single ultimate composite index to assess medical schools.

The MSMMT includes data on forty-four measures in six domains. The mission domains selected are:

1. Provide High Quality Medical Education as Judged by Your Recent Graduates
2. Graduate a Workforce that Will Address the Priority Health Needs of the Nation
3. Prepare a Diverse Physician Workforce
4. Foster the Advancement of Medical Discovery
5. Prepare Physicians to Fulfill the Needs of the Community
6. Graduate a Medical School Class with Manageable Debt

Structure of the MSMMT

The MSMMT provides comparative outcomes data for the 126 U.S. medical schools receiving LCME full accreditation as of 2006. Because of an absence of graduates from the years reviewed, the more recently opened medical schools are not represented. For medical schools that have merged (Medical College of Pennsylvania and Hahnemann, Minnesota-Twin Cities and Minnesota-Duluth), the data are presented as the single current medical school.

The data are presented in customized tables with percentile distributions based on all reporting institutions (pages 11 through 16). These customized tables show how your medical school compares to other U.S. medical schools on key measures across six domains. The definition of each measure and how it was derived is listed in order of presentation on pages 5-10 of this publication.

The customized tables array percentile distributions (e.g. 10th percentile, 20th percentile, etc.) for each indicator included in this report. Your medical school's values are displayed in yellow boxes at their relative percentile positions. For example, column one of Table 1 (page 11) indicates that a medical school with 87.0 percent of graduates agreeing or strongly agreeing with "Basic Science Course Objectives Were Made Clear to Students" would fall at the 60th percentile; with 85.6 percent of graduates agreeing or strongly agreeing, a medical school would fall at the 50th percentile. If your medical school had 86.0 percent agreement or strong agreement, there would be a yellow box with that percent between the rows for the 50th and 60th percentiles.

Table 1 – Provide High Quality Medical Education as Judged by Your Recent Graduates

Measure	Description
Basic Science course objectives were made clear to students	Of all the 2008, 2009, and 2010 graduates responding to this question on the Graduation Questionnaire, the percent of graduates responding agree or strongly agree.
Basic Science courses were sufficiently integrated/ co-ordinated	Of all the 2008, 2009, and 2010 graduates responding to this question on the Graduation Questionnaire, the percent of graduates responding agree or strongly agree.
Basic Science content provided relevant preparation for clerkships	Of all the 2008, 2009, and 2010 graduates responding to this question on the Graduation Questionnaire, the percent of graduates responding agree or strongly agree.
Fourth year was important for enhancing my clinical education	Of all the 2008, 2009, and 2010 graduates responding to this question on the Graduation Questionnaire, the percent of graduates responding agree or strongly agree.
Overall I am satisfied with the quality of my medical education	Of all the 2008, 2009, and 2010 graduates responding to this question on the Graduation Questionnaire, the percent of graduates responding agree or strongly agree.
Rate the quality of your educational experiences in family medicine clinical clerkships	Of all the 2008, 2009, and 2010 graduates responding to this question on the Graduation Questionnaire, the percent of graduates responding good or excellent.
Rate the quality of your educational experiences in internal medicine clinical clerkships	Of all the 2008, 2009, and 2010 graduates responding to this question on the Graduation Questionnaire, the percent of graduates responding good or excellent.
Rate the quality of your educational experiences in pediatrics clinical clerkships	Of all the 2008, 2009, and 2010 graduates responding to this question on the Graduation Questionnaire, the percent of graduates responding good or excellent.
Rate the quality of your educational experiences in other clinical clerkships	Of all the 2008, 2009, and 2010 graduates responding to this question on the Graduation Questionnaire for clinical clerkships in radiology, surgery, neurology, psychiatry, emergency medicine, and obstetrics and gynecology, the percent of graduates responding good or excellent for this question.

Contact: Henry Sondheimer, M.D., Senior Director, Student Affairs and Programs, hsondheimer@aamc.org

Table 2 – Graduate a Workforce that Will Address the Priority Health Needs of the Nation

Measure	Description
Total graduates from 1996 through 2000	The total number of graduates from the medical school who received an M.D. degree between academic years 1996 and 2000, inclusive. The source of these counts is the AAMC Student Records System.
Percent of graduates practicing in primary care	The practice specialty in 2010 was taken from the American Medical Association Physician Masterfile for physicians providing direct patient care who graduated between 1995-1996 and 1999-2000. Primary care includes the specialties of internal medicine, internal medicine/family medicine, internal medicine/pediatrics, pediatrics, family medicine, and general practice.
Percent of graduates practicing in-state	The practice location in 2010 was taken from the American Medical Association Physician Masterfile for physicians providing direct patient care who graduated between 1995-1996 and 1999-2000. The practice state/territory/district was compared with the state/territory/district in which the medical school of graduation is located.
Percent of graduates practicing in rural areas	The practice location in 2009 was taken from the American Medical Association Physician Masterfile for physicians providing direct patient care who graduated between 1995-1996 and 1999-2000. Rural areas are defined by RUCA (Rural-Urban Commuting Area) codes, version 2.0, according to Categorization D (see: http://depts.washington.edu/uwruca/ruca-uses.php). Geocoded practice locations include only the 50 states and the District of Columbia.
Percent of graduates practicing in medically underserved areas	The practice location in 2009 was taken from the American Medical Association Physician Masterfile for physicians providing direct patient care who graduated between 1995-1996 and 1999-2000. Physicians were only defined as practicing in an underserved area if they were providing direct patient care. Underserved areas are geographically defined Medically Underserved Areas (MUAs), but excludes other types of MUAs (see http://bhpr.hrsa.gov/shortage). MUA designation is based on an Index of Medical Underservice, which is derived from an area's ratio of primary medical care physicians per 1,000 population, infant mortality rate, percentage of the population with incomes below the poverty level, and percentage of the population age 65 or over. Geocoded practice locations exclude Puerto Rico.
Total Graduates Entering Post-Graduate Training	The total number of graduates from the medical school who received an M.D. degree between academic years 2007 and 2009, inclusive. The source of these counts is the AAMC Student Records System.
Percent of graduates estimated to practice family medicine	Percent of graduates entering residency programs in 2007-2009 who began a program in family medicine. The source of these data is the GME Track system of records on residents and residencies.
Percent of graduates estimated to practice primary care	Percent of graduates entering residency programs in 2007-2009 who began a program in family medicine, internal medicine, pediatrics or medicine/pediatrics, less the percent of graduates entering fellowships in subspecialties of internal medicine and pediatrics in 2007-2009. The source of these data is the GME Track system of records on residents and residencies.

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Table 3 – Prepare a Diverse Physician Workforce

Measure	Description
Total graduates from 2004 through 2009	The total number of graduates from the medical school who received an M.D. degree between academic years 2004 and 2009, inclusive. The source of these counts is the AAMC Student Records System.
Number and percent of graduates who are Hispanic or Latino	The total number and percent of graduates who indicated Hispanic or Latino on their AMCAS application. AMCAS conforms to the federal OMB Directive 15 on asking race and Hispanic or Latino origin as a two part, multiple response question where applicants self-describe their race and/or ethnicity. The applicant's self-description is imported into the Student Records System and remains the race and/or ethnic description throughout their medical school enrollment and completion.
Number and percent of graduates who are American Indian or Alaska Native	The total number and percent of graduates who indicated American Indian or Alaska Native on their AMCAS application. AMCAS conforms to the federal OMB Directive 15 on asking race and Hispanic or Latino origin as a two part, multiple response question where applicants self-describe their race and/or ethnicity. The applicant's self-description is imported into the Student Records System and remains the race and/or ethnic description throughout their medical school enrollment and completion.
Number and percent of graduates who are Black or African-American	The total number and percent of graduates who positively indicated Black or African-American on their AMCAS application. AMCAS conforms to the federal OMB Directive 15 on asking race and Hispanic or Latino origin as a two part, multiple response question where applicants self-describe their race and/or ethnicity. The applicant's self-description is imported into the Student Records System and remains the race and/or ethnic description throughout their medical school enrollment and completion.
Total faculty	The total number of faculty members with active, full-time appointments as of December 31, 2009, as reported to the AAMC Faculty Roster. Full-time faculty are defined as the number of all paid individuals who are considered by the medical school to be full-time medical school faculty whether supported by the medical school directly or supported by affiliated organizations, including full-time faculty based in affiliated hospitals, in schools of basic health sciences, and research faculty. Residents and fellows are not included.
Number of faculty who are women	The total number of female faculty members with active, full-time appointments as of December 31, 2009, as reported to the AAMC Faculty Roster.
Percent of faculty who are women	The total number of female faculty members as a percent of the total number of faculty members with active, full-time appointments at the same medical school as of December 31, 2009, as reported to the AAMC Faculty Roster.
Number of faculty who are Hispanic or Latino, American Indian or Alaska Native, Black or African-American	The total number of faculty members with active, full-time appointments as of December 31, 2009, who were reported to the AAMC Faculty Roster with any Hispanic or Latino background, with only American Indian or Alaska Native as a race, or with only Black or African-American as a race. To allow for an unduplicated faculty count by medical school, a faculty member's Hispanic or Latino origin classification takes priority over a faculty member's race classification. An individual in more than one race is classified under the category of multiple race (not shown).
Percent of faculty who are Hispanic or Latino, American Indian or Alaska Native, Black or African-American	Total number of faculty members as a percent of the total number of faculty members with active, full-time appointments as of December 31, 2009, who were reported to the AAMC Faculty Roster with any Hispanic or Latino background, with only American Indian or Alaska Native as a race, or with only Black or African-American as a race as a percent of the total number of full-time faculty members at the same medical school.

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Table 4 – Foster the Advancement of Medical Discovery

Measure	Description
Total graduates from 2004 through 2009	The total number of graduates from the medical school who received an M.D. degree between academic years 2004 and 2009, inclusive. The source of these counts is the AAMC Student Records System.
Number and percent of those students who graduate with an M.D. and a Ph.D.	In the Student Records System (SRS), the medical school registrars have the ability to select degrees conferred beyond just the M.D. degree. The numbers are tallied based on the registrars' indication of dual degrees conferred by the medical school and/or the graduate or professional school.
Percent of graduates who did research during medical school	The percent of 2008, 2009, and 2010 graduates indicating on the Graduation Questionnaire that they participated in an elective research project with a faculty member while in medical school.
NIH funding	The total amount of NIH research grant awards received by the medical school in FY2009. The NIH had not yet released FY2009 contract award information when this report was created.
Total federal research grants and contracts	The total amount of federal research grants and contracts expenditures (direct and indirect costs) reported on the LCME Part I-A Annual Financial Questionnaire for fiscal year 2009.
Total graduates from 1996 through 2005	The total number of graduates from the medical school who received an M.D. degree between academic years 1996 and 2005, inclusive. The source of these counts is the AAMC Student Records System.
Number of graduates from 1996 through 2005 becoming faculty	The total number of graduates from the medical school who received an M.D. degree between academic years 1996 and 2005, inclusive, who became full-time faculty members at a U.S. medical school at any point between their graduation and December 31, 2009. Graduate counts are taken from the AAMC Student Records System and faculty appointments are taken from the AAMC Faculty Roster.
Percent of graduates from 1996 through 2005 becoming faculty	The percent of graduates from the medical school who received an M.D. degree between academic years 1996 and 2005, inclusive, who became full-time faculty members at a U.S. medical school at any point between their graduation and December 31, 2009, as a percent of total graduates from the same medical school. Graduate counts are taken from the AAMC Student Records System and faculty appointments are taken from the AAMC Faculty Roster.

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Table 5 – Prepare Physicians to Fulfill the Needs of the Community

Measure	Description
Field experience in community health	Of all the 2008, 2009, and 2010 graduates responding to this question on the Graduation Questionnaire, the percent indicating that they participated in an elective field experience in community health while in medical school.
Time devoted to your instruction in Women's Health	Of all the 2008, 2009, and 2010 graduates responding to this question on the Graduation Questionnaire, the percent responding appropriate for this question.
Time devoted to your instruction in Culturally Appropriate Care For Diverse Populations	Of all the 2008, 2009, and 2010 graduates responding to this question on the Graduation Questionnaire, the percent responding appropriate for this question.
Time devoted to your instruction in role of community health and social service agencies	Of all the 2008, 2009, and 2010 graduates responding to this question on the Graduation Questionnaire, the percent responding appropriate for this question.

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Table 6 – Graduate a Medical School Class with Manageable Debt

Measure	Description
Cost of attendance for a 2010 graduate – in-state graduates	The total cost of attendance for four years of medical school for a resident of the state where the medical school is located as reported on the AAMC Tuition and Student Fees Questionnaire for fiscal years 2007–2010. Cost of attendance includes tuition, fees, health insurance, and estimated costs for living expenses, transportation, books and equipment, computers/PDAs, and miscellaneous non-living expenses.
Cost of attendance for a 2010 graduate – out-of-state graduates	The total cost of attendance for four years of medical school for a non-resident of the state where the medical school is located as reported on the AAMC Tuition and Student Fees Questionnaire for fiscal years 2007–2010. Cost of attendance includes tuition, fees, health insurance, and estimated costs for living expenses, transportation, books and equipment, computers/PDAs, and miscellaneous non-living expenses.
Average debt of indebted graduates	Average amount of medical school debt (excluding joint, dual, or combined degree programs) carried by 2010 graduates among those 2010 graduates with debt, as reported on the LCME Part I-B Student Financial Aid Questionnaire, FY2010.

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TABLE 1

Provide High Quality Medical Education as Judged by Your Recent Graduates

University of North Carolina at Chapel Hill School of Medicine

Benchmarked against All Medical Schools

AAMC

Percentile	Evaluation of Medical School Experiences (Average Percent Responding Agree/Strongly Agree, 2008-2010)					Evaluation of Medical School Clerkships (Average Percent Responding Good or Excellent, 2008-2010)			
	Basic Science Course Objectives Were Made Clear to Students	Basic Science Courses Were Sufficiently Integrated/ Coordinated	Basic Science Content Provided Relevant Preparation for Clerkships	Fourth Year was Important for Enhancing My Clinical Education	Overall I am Satisfied with the Medical Education I Received	Rate the Quality of Educational Experiences in Family Medicine Clinical Clerkships	Rate the Quality of Educational Experiences in Internal Medicine Clinical Clerkships	Rate the Quality of Educational Experiences in Pediatrics Clinical Clerkships	Rate the Quality of Educational Experiences in Other Clinical Clerkships
90	92.5%	88.4%	82.5%	88.8%	93.8%	89.8%	95.0%	91.7%	82.6%
								91.6%	
80	90.7%	85.3%	76.2%	86.5%	93.1%	87.9%	93.4%	89.4%	80.2%
	89.4%			86.4%	92.3%				79.3%
70	88.6%	83.0%	71.7%	84.8%	91.2%	85.9%	92.6%	87.7%	78.7%
						84.8%			
60	87.0%	78.1%	69.7%	83.6%	90.2%	84.5%	91.4%	85.9%	77.5%
		77.2%	69.5%						
50	85.6%	75.1%	65.7%	82.4%	89.0%	82.5%	89.9%	84.8%	76.6%
40	84.6%	71.8%	63.4%	80.3%	87.6%	80.1%	88.5%	81.3%	75.6%
30	82.5%	69.4%	60.4%	78.6%	86.6%	77.5%	87.0%	79.2%	74.2%
							86.6%		
20	80.7%	68.1%	57.4%	76.3%	84.7%	74.8%	85.4%	77.2%	72.2%
10	77.3%	64.6%	54.0%	73.4%	82.2%	69.9%	82.4%	74.4%	69.3%
Mean	85.0%	75.8%	66.7%	81.5%	88.5%	80.6%	89.1%	83.3%	76.3%
Valid N	126	126	126	126	126	126	126	126	126

Note: The percentile distributions include reported zero values but exclude missing values.

Source: AAMC Graduation Questionnaire

Staff Contact: For general report questions, contact Henry Sondheimer, M.D., at hsondheimer@aamc.org. For the data contributors to this table, see the definitions section of the report (pages 5 through 10).

TABLE 2

Graduate a Workforce that Will Address the Priority Health Needs of the Nation

University of North Carolina at Chapel Hill School of Medicine

Benchmarked against All Medical Schools

AAMC

Percentile	Areas of Practice for Graduates from 1996 through 2000					Areas of Estimated Practice for Graduates from 2007 through 2009		
	Total Graduates	Percent in Primary Care Medicine	Percent Practicing In-state	Percent Practicing in Rural Areas	Percent Practicing in Underserved Areas	Total Graduates Entering Post-Graduate Training	Percent in Family Medicine	Percent in Primary Care
90	966	42.2%	54.2%	17.4%	25.1%	564	13.9%	32.8%
					23.0%			
80	834	38.4%	46.8%	14.3%	19.4%	485	11.7%	30.0%
						481		
70	757	36.1%	42.6%	11.4%	17.0%	447	10.2%	27.6%
	752			9.7%			10.0%	
60	719	33.9%	40.7%	9.1%	16.3%	421	9.5%	25.7%
			39.1%					24.5%
50	638	32.8%	36.9%	7.6%	15.2%	384	7.5%	24.1%
		32.4%						
40	531	31.3%	31.0%	6.2%	14.2%	324	6.5%	22.1%
30	491	29.6%	27.5%	5.0%	13.5%	282	5.6%	19.9%
20	441	26.5%	19.0%	3.5%	12.4%	251	4.8%	18.1%
10	311	23.7%	13.3%	2.8%	11.1%	178	2.7%	15.3%
Mean	641	32.7%	34.8%	9.0%	16.9%	377	8.2%	24.3%
Valid N	124	124	124	124	124	126	126	126

Note: The percentile distributions include reported zero values but exclude missing values.

Source: AAMC Student Records System; American Medical Association Physician Masterfile; GME Track System

Staff Contact: For general report questions, contact Henry Sondheimer, M.D., at hsondheimer@aamc.org. For the data contributors to this table, see the definitions section of the report (pages 5 through 10).

TABLE 3

Prepare a Diverse Physician Workforce

University of North Carolina at Chapel Hill School of Medicine
Benchmarked against All Medical Schools

AAMC

	Graduates from 2004 through 2009							Faculty as of December 31, 2009				
Percentile	**Total Graduates**	**Number who are Hispanic or Latino**	**Percent who are Hispanic or Latino**	**Number who are American Indian or Alaska Native**	**Percent who are American Indian or Alaska Native**	**Number who are Black or African-American**	**Percent who are Black or African-American**	**Total Faculty**	**Number who are Women**	**Percent who are Women**	**Number who are Hispanic or Latino, American Indian or Alaska Native, or Black or African-American**	**Percent who are Hispanic or Latino, American Indian or Alaska Native, or Black or African-American**
				14		104	11.2%					
90	1,160	121	12.4%	11	1.8%	96	10.7%	2,001	733	42.2%	160	12.8%
					1.5%				630	41.7%		
80	994	63	8.7%	9	1.1%	71	9.2%	1,581	525	38.5%	98	9.4%
	931							1,509			87	
70	912	51	6.2%	6	0.8%	61	8.2%	1,235	437	36.3%	84	8.2%
60	860	39	4.9%	5	0.6%	54	6.8%	1,035	340	35.5%	70	6.7%
50	756	31	4.3%	4	0.5%	43	5.7%	863	289	33.6%	59	6.1%
												5.8%
40	645	24	3.1%	3	0.5%	34	4.9%	719	229	32.6%	48	5.6%
30	586	16	2.4%	2	0.4%	25	3.5%	594	195	31.6%	37	4.9%
		15										
20	528	13	2.0%	2	0.2%	18	2.5%	406	132	30.6%	28	4.1%
			1.6%									
10	359	9	1.3%	1	0.1%	6	1.2%	236	77	28.4%	19	3.4%
Mean	764	51	8.0%	6	0.9%	52	7.2%	1,047	369	34.7%	74	10.0%
Valid N	126	126	126	126	126	126	126	126	126	126	126	126

Note: The percentile distributions include reported zero values but exclude missing values.
Source: AAMC Student Records System; AAMC Faculty Roster
Staff Contact: For general report questions, contact Henry Sondheimer, M.D., at hsondheimer@aamc.org. For the data contributors to this table, see the definitions section of the report (pages 5 through 10).

TABLE 4 Foster the Advancement of Medical Discovery

University of North Carolina at Chapel Hill School of Medicine
Benchmarked against All Medical Schools

AAMC

Percentile	Graduates from 2004 through 2009			Participation in Medical School Electives (Average Percent Participating, 2008-2010)	Fiscal Year 2009		Graduates from 1996 through 2005 Becoming Faculty at Any Time through December 2009		
	Total Graduates	Number with Combined MD/PhD Degrees	Percent with Combined MD/PhD Degrees	Percent who Did Research During Medical School	NIH Funding	Total Federal Research Grants & Contracts	Total Graduates	Number Becoming Faculty	Percent Becoming Faculty
90	1,160	61	7.7%	87.7%	$263,542,365	$291,390,238	1,930	410	27.6%
					$218,095,997	$250,397,693			
80	994	42	5.1%	79.8%	$156,389,071	$205,805,646	1,660	345	24.3%
	931	40	4.3%					327	21.8%
70	912	31	4.1%	72.9%	$115,239,544	$140,794,345	1,515	318	21.6%
				66.9%			1,498		
60	860	21	2.9%	63.2%	$80,274,902	$102,049,951	1,426	280	19.5%
50	756	16	1.9%	60.6%	$47,717,070	$67,825,525	1,253	250	17.8%
40	645	11	1.5%	56.5%	$36,305,813	$45,489,758	1,060	205	16.4%
30	586	7	1.0%	52.7%	$18,747,342	$25,940,999	972	180	15.4%
20	528	4	0.6%	50.0%	$11,024,764	$16,937,276	869	129	14.3%
10	359	2	0.3%	43.0%	$5,457,740	$8,636,127	593	84	11.6%
Mean	764	25	3.2%	63.0%	$91,590,925	$123,665,360	1,265	245	19.1%
Valid N	126	109	109	126	126	126	125	125	125

Note: The percentile distributions include reported zero values but exclude missing values.
Source: AAMC Student Records System; AAMC Graduation Questionnaire; NIH; LCME Part I-A Annual Financial Questionnaire; AAMC Faculty Roster
Staff Contact: For general report questions, contact Henry Sondheimer, M.D., at hsondheimer@aamc.org. For the data contributors to this table, see the definitions section of the report (pages 5 through 10).

TABLE 5

Prepare Physicians to Fulfill the Needs of the Community

University of North Carolina at Chapel Hill School of Medicine

Benchmarked against All Medical Schools

AAMC

Percentile	Participation in Medical School Electives (Average Percent Participating, 2008-2010)	Evaluation of Time Devoted to Instruction (Average Percent Responding Appropriate, 2008-2010)		
	Field Experience in Community Health	Instruction in Women's Health	Instruction in Culturally Appropriate Care for Diverse Populations	Instruction in Role of Community Health and Social Service Agencies
90	57.1%	91.7%	87.0%	81.4%
80	50.3%	90.7%	84.2%	77.2%
70	47.1%	89.5%	82.5%	74.5%
	45.3%			
60	42.9%	88.0%	81.2%	71.4%
50	40.3%	87.2%	80.5%	70.1%
				70.0%
40	36.7%	85.7%	79.4%	67.3%
		84.3%		
30	34.1%	84.1%	77.6%	65.9%
20	32.4%	82.3%	75.2%	63.3%
			72.8%	
10	30.4%	79.2%	72.6%	58.2%
Mean	42.0%	86.3%	79.5%	69.5%
Valid N	126	126	126	126

Note: The percentile distributions include reported zero values but exclude missing values.

Source: AAMC Graduation Questionnaire

Staff Contact: For general report questions, contact Henry Sondheimer, M.D., at hsondheimer@aamc.org. For the data contributors to this table, see the definitions section of the report (pages 5 through 10).

TABLE 6

Graduate a Medical School Class with Manageable Debt

University of North Carolina at Chapel Hill School of Medicine
Benchmarked against All Medical Schools

AAMC

Percentile	Cost of Attendance for a 2010 Graduate: In-state Graduates	Cost of Attendance for a 2010 Graduate: Out-of-state Graduates	2010 Graduates: Average Debt of Indebted Graduates
90	$263,632	$294,929	$183,509
80	$254,130	$275,545	$165,869
70	$231,660	$266,051	$157,398
60	$208,225	$261,373	$145,594
50	$199,474	$254,648	$139,274
		$253,062	
40	$188,056	$246,665	$130,840
30	$177,966	$241,913	$124,466
20	$169,498	$231,660	$119,800
	$157,598		
10	$151,425	$211,147	$108,829
			$86,967
Mean	$204,611	$256,365	$141,085
Valid N	124	119	124

Note: The percentile distributions include reported zero values but exclude missing values.

Source: AAMC Tuition and Student Fees Questionnaire; LCME Part I-B Student Financial Aid Questionnaire

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