Student Name
Appendix A.
Preclinical Comparative Performance

Med 1 Basic Medical Sciences (2009)
Student Name received a Satisfactory

Clinical Assessment and Problem Solving 1 (2009)
Student Name received a Satisfactory
Student Name
Appendix A. (continued)
Preclinical Comparative Performance

Med 2 Basic Medical Sciences (2010)
Student Name received a Satisfactory

Clinical Assessment and Problem Solving 2 (2010)
Student Name received a Satisfactory
Student Name received the following grades:

- Ambulatory Care: Satisfactory
- Internal Medicine: Satisfactory
- Neuroscience: Satisfactory
- Obstetrics and Gynecology: Satisfactory
- Pediatrics: Satisfactory
- Psychiatry: Satisfactory
- Surgery: Satisfactory
All students were evaluated in the area of Professionalism on each of their clinical clerkships. Students were individually scored on the following attributes: ability to treat patients with compassion; honesty and ethical behavior; initiative and motivation; respect for patient autonomy and beliefs; communication skills; and ability to demonstrate effective and respectful working relationships with team members, peers, and physician colleagues. The evaluators rated students on the following scale:

<table>
<thead>
<tr>
<th>UA</th>
<th>Does not demonstrate qualities/behaviors</th>
<th>Demonstrates qualities/behaviors</th>
<th>Demonstrates exemplary qualities/behaviors</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

All scores on all attributes across all clerkships were summarized into a single composite mean score for each student.

Student Name received 0.00
## Appendix D.
### Comparative Performance in Medical School

<table>
<thead>
<tr>
<th>Cluster</th>
<th>Approximate Percentile</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outstanding</td>
<td>90-100</td>
</tr>
<tr>
<td>Excellent</td>
<td>70-89.99</td>
</tr>
<tr>
<td>Very Good</td>
<td>33-69.99</td>
</tr>
<tr>
<td>Good</td>
<td>10-32.99</td>
</tr>
<tr>
<td>Capable</td>
<td>&lt;10</td>
</tr>
</tbody>
</table>
Special programmatic emphases, strengths, mission/goals of the medical school:

The purpose of the M.D. curriculum at the OSU College of Medicine is to prepare students for postgraduate education and the practice of medicine. The specific goals of the M.D. educational program are broad based and not tailored to specific medical specialties, patient populations, geographic locations, or academic versus community practice.

Special characteristics of the medical school's educational program:

Students may choose from two separate programs for their preclinical education: Integrated Pathway or Independent Study. The Integrated Pathway features body systems-oriented content that fuses the basic and clinical sciences. It combines the proven educational methods of student-centered active learning, small-group case-based discussion, and lectures. The Independent Study Pathway allows students to utilize highly structured objectives, resource guides, Web, and computer-based materials to learn on their own. Students also take the Clinical Assessment and Problem Solving (CAPS) course, a longitudinal curriculum spanning over all 4 years of medical school. Using a small-group, case-based format, the CAPS course teaches the bio-psycho-social aspects of medicine, proper bedside manner, appropriate physical exam techniques, information synthesis, and several approaches to medical interviewing. Prior to 2008, students took two-year courses in Patient Centered Medicine and Physician Development in their preclinical years. All students do similar clinical education requirements in years three and four.

Average length of enrollment (initial matriculation to graduation) at the medical school:

The standard length of enrollment is four years. The average is 4.1 years due to students completing fellowships or combined degree programs that extend the length of enrollment an additional one to three years.

Description of the evaluation system used at the medical school:

Students are evaluated on a pass-fail system. Those who distinguish themselves by exceptional performance may receive either “Honors” or “Letter of Commendation,” which are internal designations that are not transmitted to the university transcripts. The College of Medicine is a nonranking institution. Students, however, are clustered based on percentages assigned to their preclinical end-of-year and core clinical clerkship grades. The categories are: Outstanding, Excellent, Very Good, Good, and Capable.

Medical school requirements for successful completion of USMLE Step 1, 2:

USMLE Step 1: Required for promotion to Med 3 and graduation
USMLE Step 2CK: Required for graduation
USMLE Step 2CS: Required for graduation
Medical school requirements for successful completion of Objective/Observed Structured Clinical Evaluation (OSCE) at medical school. OSCEs are used for:

Both summative and formative OSCEs are required during the Med 1 and Med 2 years. In the Med 3 year both a formative and summative OSCE is required and in the Med 4 year a skills-based OSCE is required.

Utilization of the course, clerkship, or elective director's narrative comments in composition of the MSPE. The narrative comments contained in the attached MSPE can best be described as:

Narrative comments are edited for grammar and inconsistencies in content.

Utilization by the medical school of the AAMC "Guidelines for Medical Schools Regarding Academic Transcripts." This medical school is:

The College of Medicine is compliant.

Description of the process by which the MSPE is composed at the medical school (including the number of school personnel involved in composition of the MSPE):

On behalf of the Associate Dean for Student Life, a program manager is responsible for obtaining and verifying all information for the MSPE. That individual also composes all MSPEs to ensure accurate reporting and consistency in style and tone. Students are required to complete a Web-based form on their research, scholarships/awards, volunteer efforts, and extracurricular activities during medical school. Preclinical and clinical academic performance is obtained from MedSTAR, a student information system. Leaves of absence, military service, adverse actions, academic problems, or illnesses are verified through student files. All MSPEs bear the signature of the Associate Dean for Student Life.

Students are permitted to review the MSPE prior to its transmission:

Yes.