

STANDARD 10: MEDICAL STUDENT SELECTION, ASSIGNMENT, AND PROGRESS

- 1. Critically review the medical school's criteria for admission and the process for the recruitment and screening of applicants and the selection of students. How are the medical school's selection criteria reviewed and validated in the context of its mission and other mandates? Are the criteria for admission, including technical standards, available to potential applicants and their advisors? (10.1, 10.3, 10.5 plus Overview section)**

Emory considers all available AMCAS application materials to determine selection of applicants after clearly presented, basic requirements have been met by the applicant. There is clearly stated incorporation of letters of recommendations, service, motivation for medicine, and extracurricular activities in determining a good candidate.

Strong scholarship is defined as a combination of letters of recommendation and GPA (viewed in context of majors, extracurricular activities and community involvement). The average GPA for the most recent cycle (2014) for accepted applicants is 3.68. The average MCAT score for the most recent cycle (2014) for accepted applicants is 33.9. Applicants must have at least a score of 7 on each subtest and an overall score of 27 in order to be eligible to complete a supplemental application. Competitive applicants are identified more subjectively and are based upon scholarship, undergraduate institutional support, personal experiences, socio-economic and cultural factors, as well as MCAT scores.

The Chair of the Admissions Committee and the Associate Director for Admissions review the procedures and criteria for screening of applicants and selection of students at the beginning of each admissions cycle, as well as any new policies, recommendations, or mandates from Emory, the School of Medicine and the AAMC. Additionally, any new information is shared with the Admissions Committee at the beginning of each interview season.

Technical standards are posted on our website and are available to any prospective student or advisor. Applicants who complete the online supplemental applications are required to acknowledge a statement that they have read and understand the technical requirements ("I hereby acknowledge that I have reviewed these technical standards and understand that they are requirements for completion of the MD program at Emory School of Medicine.") Applicants who are interviewed are given a paper copy of our technical standards on their interview day. There is a well-delineated list of courses and basic requirements required for admission that are given to the applicants.

- 2. Evaluate admission policies and practices and comment on whether these ensure that that admission is a faculty responsibility and that there is no conflict of interest in the admission process. (10.2)**

The Emory University School of Medicine Admissions Committee is responsible for all admitted students. The admissions committee is composed of 78 full and part-time, clinical and non clinical faculty at the Assistant, Associate and Full professor levels. Members of the Committee are appointed based on recommendation to the Dean. Admissions members are expected to attend an orientation session prior to the interview season that outlines written policies and procedures of the admissions process prior to Interview season.

All applications to the School of Medicine are reviewed by the Full Committee; no candidate is approved by a single member of the committee. While the Full Committee is responsible for the review and selection of applicants, the Dean, the Executive Associate Dean of Medical Education and Student Affairs, and the Chair of the Full Committee reserves the right to veto any decision of admission if in their view these actions are harmful to the integrity or reputation of the school. The conflict of interest policy is explicitly addressed in the bylaws (Article III, Section E) and is discussed annually during member orientation. Interviewers reserve the right to recuse themselves if they identify conflicts of interest.

Oral Maxillofacial Surgery/MD applicants are pre-selected by the Program Director of OMFS based upon admission criteria for both programs and minimum NBME CBSE of 65. Applicants participate in a two day interview process, during which they are interviewed by the Executive Associate Dean of Medical Education and Student Affairs and the Chair of the Full Committee. Recommendations for admission from the School of Medicine are then shared with the OMFS department.

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- 3. Comment on whether the school has identified the personal attributes of applicants that will be considered during the admission process. Are there processes and tools in place to prepare reviewers, including members of the admission committee and interviewers, to assess these attributes? (10.4)**

See DCI page 11 10.4; See page 5 10.2.d

In the screening stage, the admissions committee reviews the entire application for competitive applicants. Personal attributes may be communicated in certain elements such as letters of recommendation, essays, etc.

At the beginning of each admission cycle, interviewers attend an orientation meeting to review the purpose of the interview, the evaluation forms and the roles of each member of the committee. Additionally, each interviewer is provided with a written guidebook that provides information about AMCAS and federal regulations, guidelines for conducting interviews and samples of the evaluation forms.

Personal attributes that are considered during the interview process are compassion, empathy, maturity, integrity, commitment to community, suitability for medicine, self-expression, warmth, positive outlook, logical/critical thinking. Interviewers are provided with an evaluation form that facilitate assessment of these attributes by Likert and by narrative comments.

- 4. Evaluate whether information about the medical school contained in informational, advertising, and recruitment materials is accurate and current. Is this information readily available? (10.6)**

DCI page 15; See materials in the Data>Supporting Documentation section for brochures etc.

The information about the medical school on their website and in the printed materials given to applicants is extensive. The content is updated and accurate at the time of our review. Content is updated at least annually. The material on the website is easily located and consistent.

- 5. Are the policies and procedures for transfer or admission with advanced standing clear and do they ensure that students accepted for transfer have comparable credentials? Is review and acceptance for transfer a faculty responsibility? (10.7, 10.8)**

The Emory University medical school does not encourage application for transfer from medical students enrolled in other medical schools because of the unique features of Emory's curriculum and current class size constraints. Uncommonly, we will consider a transfer for individuals who have a recent and significant relationship with the University, are in good academic standing at another LCME-accredited medical school and have received a passing score on the Step 1 exam of the USMLE. Requests for an application for transfer must be submitted in writing to the Dean of Admissions and must include a detailed description of the reason for transfer. Please note that not all requests for an application to transfer will be granted. Once an application for transfer is completed and returned, the Dean of Admissions and Executive Associate Dean for Medical Education and Student Affairs will determine next steps.

Emory accepts students with advanced standing to the MD/OMFS program, with application being submitted to the OMFS Department via the PASS application system.

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6. Comment on the adequacy of policies and processes related to visiting students that ensure their presence does not detract from the resources available to the school's own students and that their qualifications and credentials are verified. (10.9, 10.10)

Visiting students interested in applying at Emory for a visiting rotation apply through the office of clinical education. A dedicated administrator manages the incoming applications and the available openings across clinical sites. The applications are collected and managed through a centralized tool called Visiting Students Application System (VSAS).

Each department is allowed to create its own acceptance criteria. Most departments have a minimum criteria (e.g. Step 1 score) for acceptance of students.

Visiting students are accepted based upon space available, as determined by clinical departments, to ensure no detraction of resources available to Emory medical students.

It is not clear how departments determine space available and the number of visiting students that can be supported. For this policy to be effective, faculty must be made aware that it exists and ongoing monitoring is in place to ensure visiting students follow the appropriate policy. By our review there is no evident mechanism to monitor visiting students.

7. Evaluate whether the processes for assignment of students to instructional sites and/or educational tracks, as relevant, are fair and whether there are policies that allow students to request an alternate assignment. Are these processes and policies understood by students? (10.11)

Clinical clerkships are assigned by clerkship directors. Students are permitted to make requests for specific clinical sites, but all final decisions are made by the clerkship directors. If the student is dissatisfied with the clerkship director's decision, they are permitted to petition the Associate Dean for Clinical Education who makes the final decision. The clerkship directors are required to inform the students that they have the right to make such a petition to the Associate Dean.

Assignment of clinical sites for MD/PhD and MD/OMFS students are determined by the same process.

On page 65 of the EUSOM ISA Report, "86% of students were satisfied with clerkship logistics and educational resources. This response rate speaks highly of the hard work from clerkship directors and coordinators in orchestrating clinical curricula and rotations. All clerkships offer different educational resources, and 94% of students expressed general satisfaction with these learning tools."