



The MSPE

Medical Student Performance Evaluation (MSPE)
Formerly “Dean’s Letter”

Basic Concepts

- The MSPE is an assessment of a student's academic and clinical performance and professional attributes while in medical school.
- The MSPE is **NOT** a letter of recommendation – it is an objective evaluation of your medical school performance.

Basic Concepts

- The MSPE *may* contain negative, as well as positive aspects of your performance, dependent solely on your academic and professional performance.
- The MSPE is the property of CUSOM, but you can view your MSPE in the Registrar's office, once it is complete.

MSPE includes the following:

- **Identifying Information:** Your legal name and year of study at Campbell University School of Osteopathic Medicine.
- **Noteworthy Characteristics:** A brief description of up to three achievements, activities, or other personal information. Student will provide the three noteworthy characteristics included in this section. Academic Affairs reserves the right to edit your noteworthy characteristics to put you in the best possible light to program directors.

MSPE includes the following:

- **Academic History:** Information on matriculation and expected graduation date; explanation of any leaves of absence, extensions or other gaps or breaks while a medical student. This section also includes any Remediated Courses/Rotations and if the student has ever been placed on Academic Probation.
- **Academic Progress:** Your overall academic performance in your pre-clinical years and your clinical years, including the grade and evaluations from your third year clinical rotations. This section also includes all of the preceptor comments on all third year clinical rotations.

MSPE also includes the following:

- **Summary:** Although CUSOM does not report class rank, students are clustered based on percentages assigned to their pre-clinical end of year and core clinical rotation grades. All students are in one of the following categories: distinguished, outstanding, excellent, very good and good.
- **Medical School Information:** Information about the school and a link to CUSOM's website.

Anatomy of the MSPE Section by Section

IDENTIFYING INFORMATION

Example:

Archie Gaylord is a fourth-year student at Campbell University,
Jerry M. Wallace School of Osteopathic Medicine.

Anatomy of the MSPE Section by Section

NOTEWORTHY CHARACTERISTICS

Here are some tips to help you prepare your “Noteworthy Characteristics” list (**Limit – 3 bullet points**):

1. Write in third person past tense: s/he did that or (your name) did that, NOT I am (s/he is) doing this nor I did that.

Anatomy of the MSPE Section by Section

NOTEWORTHY CHARACTERISTICS

2. Include only information from your time here in medical school.

- *UNLESS* there is an exceptionally prominent award or academic scholarship in your undergraduate career that is on the level of a Rhodes Scholar.
- Do **NOT** include any activities, service or research from your undergraduate years *UNLESS* it meets the previous criteria listed.

Anatomy of the MSPE Section by Section

NOTEWORTHY CHARACTERISTICS

3. What to include in your Noteworthy Characteristics:

- a. Any leadership positions you have held in medical school.
- b. Honors or awards you received in medical school and what were they for.
- c. Research you have done while in medical school. Published papers, written abstracts, presented at meetings.
- d. Service to college/institution and community.
- e. Student interest groups where you were actively involved in during medical school.
- f. Hobbies.

Anatomy of the MSPE Section by Section

NOTEWORTHY CHARACTERISTICS

4. **Academic Affairs reserves the right to edit your bullets** for length, grammar, style, and content. This is to place your Noteworthy Characteristics in the best possible format for your success when they are reviewed by the programs to which you applied. You will have an opportunity to review your completed MSPE before it is uploaded into ERAS.

Noteworthy Characteristics: Examples

- Student Doctor Gaylord was awarded a summer stipend from the National Institute of Diabetes and Kidney Disease to study at UCLA/Cedars Sinai. He has since presented projects in obstetrics/gynecology and otolaryngology.
- Student Doctor Gaylord has been dedicated to service as a medical student by volunteering at the Student Outreach Clinic, a student-run clinic providing basic medical care to the underserved community.

Noteworthy Characteristics: Examples

- Student Doctor Gaylord has developed his interest in medical education as a supplemental instructor for the cardiopulmonary block and volunteer instructor at anatomy lab review sessions.

Noteworthy Characteristics

- Consider the Noteworthy Characteristics as *headlines* for the ERAS application, i.e., items that you want the Program Director to be sure to know.
- Explanation of difficulties and lengthy biographical descriptions are not recommended due to the time required for review and because these details can be found in other sections of the application.



Noteworthy Characteristics

- Think about expressing a larger concept or accomplishment and highlighting evidence; it's OK to be creative and think beyond just listing things from your CV.
- Make sure that your characteristics are organized and tell a story.
- You should present as much information as possible in the space allowed. The more specific, the better.



Noteworthy Characteristics

- **Know your audience!** Program Directors are looking for professional achievements. Getting married or having children is not relevant here. The same applies to your involvement in church, you should not include it unless you can claim it as Community Service and have tangible evidence of your involvement.
- Reach out to your peers and your Clinical Advisor and ask them to review your Noteworthy Characteristics before submitting them. Allow time for review and rewrite.

Academic History:

Student Doctor with **NO** remediated courses/rotations and **NO** adverse action by CUSOM example.

Date of Initial Matriculation in Medical School:	08/03/2015
Date of Expected Graduation from Medical School:	05/09/2019
Please explain any extensions, leave(s), gap(s) or break(s) in student's educational program below:	NA
Information about the student's prior, current, or expected enrollment in, and the month and year of the student's expected graduation from dual, joint, or combined degree programs	NA
Was the student required to repeat or otherwise remediate any course work during his/her medical education? If yes, please explain below:	NA
Was the student the recipient of any adverse action(s) by the medical school or its parent institution?	NA

Academic History:

Student Doctor **WITH** remediated courses/rotations and adverse action by CUSOM example.

	Date of Initial Matriculation in Medical School:	08/03/2015
	Date of Expected Graduation from Medical School:	05/09/2019
	Please explain any extensions, leave(s), gap(s) or break(s) in student's educational program below:	NA
	Information about the student's prior, current, or expected enrollment in, and the month and year of the student's expected graduation from dual, joint, or combined degree programs	NA
→	Was the student required to repeat or otherwise remediate any course work during his/her medical education? If yes, please explain below:	Yes
	OMED 530 Anatomy OMED 560 Anatomy OMED 583 Psychiatry OMED 630 Blood/Lymph/Immune OMED 720 Surgery	
→	Was the student the recipient of any adverse action(s) by the medical school or its parent institution?	Yes
	Academic Probation	

Academic Progress Professional Performance

(SECTION 6.10.3 of AB - Honor Code) The Campbell University Jerry M. Wallace School of Osteopathic Medicine Honor Code of Conduct (CUSOM Honor Code) embodies a spirit of mutual trust, intellectual honesty, and professionalism between the School and the student body, and it is the highest expression of the values shared by the CUSOM and Campbell University communities. The CUSOM Honor Code is based on the fundamental belief that every student is worthy of trust and it is maintained to protect the right to participate in an academic environment free from injustice caused by dishonesty.

Academic Progress Professional Performance

Further, CUSOM students are expected to conduct themselves in a professional and ethical manner befitting the honorable profession they are entering. Students have an obligation to maintain the highest standards of honesty and integrity. It is not possible to enumerate all examples of expected academic and professional behavior, nor is it possible to enumerate all behaviors considered inappropriate, unprofessional, unethical, or not in keeping with the standards of a CUSOM student.

Academic Progress Professional Performance

In general, the founding principles of the CUSOM Honor Code are the established rules and regulations of the CUSOM community. The CUSOM community includes CUSOM, affiliated hospitals, and any institution where CUSOM students pursue activities for academic credit. Violation of these rules and regulations may constitute a violation of the CUSOM Honor Code.

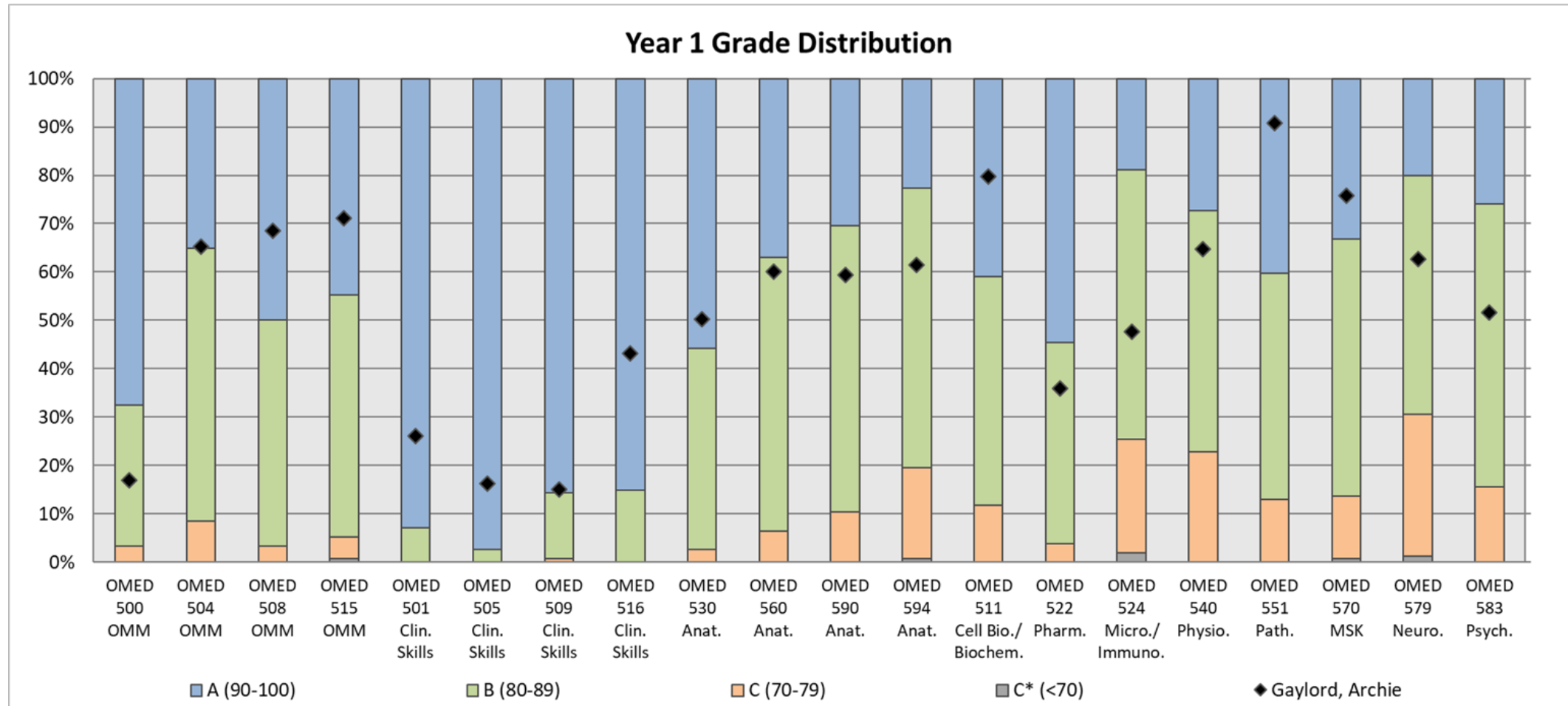
Student Doctor Gaylord has met all professionalism standards at the Campbell University School of Osteopathic Medicine and has not been assessed any sanction for unprofessional behavior or violation of the Honor Code of Conduct.

CONDUCT PROBATION WOULD BE INCLUDED IN THIS STATEMENT.

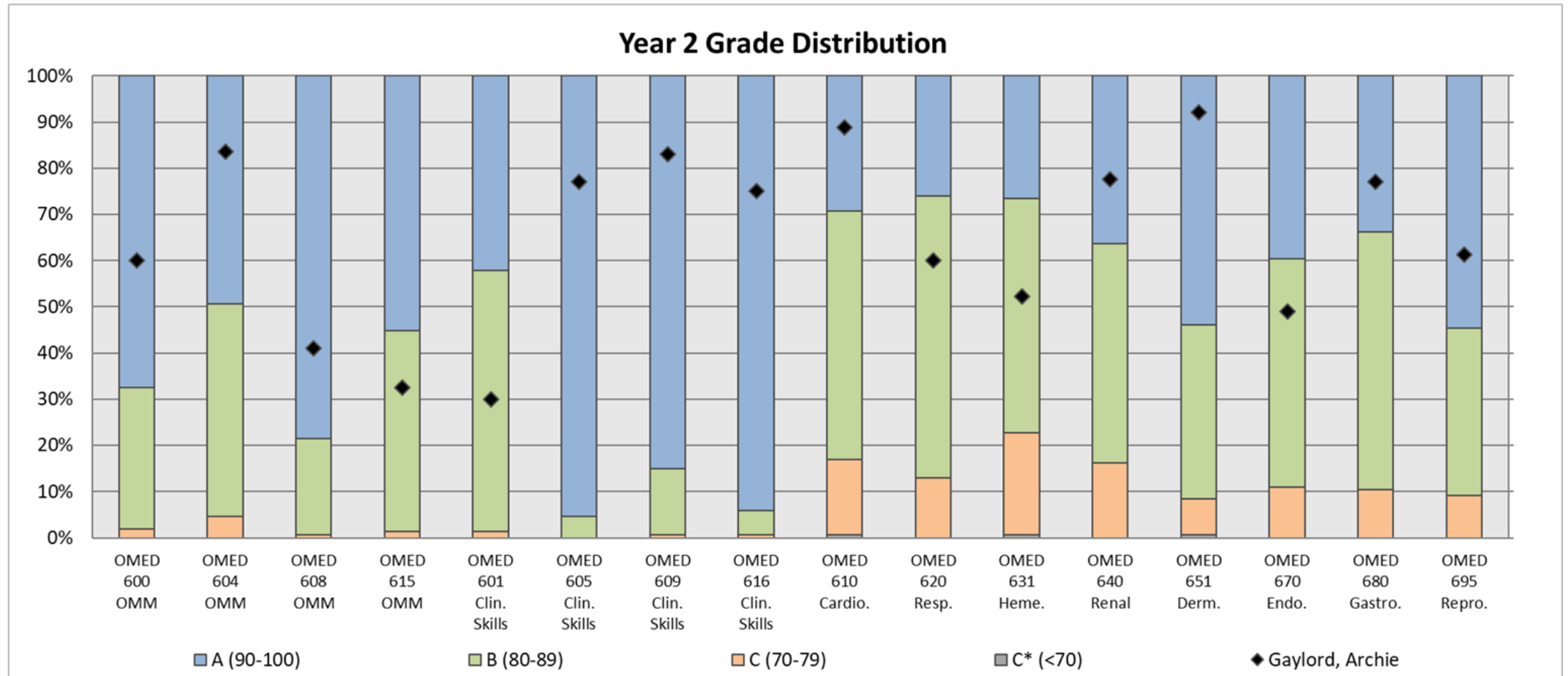
Pre-clinical Coursework

- Student Doctor Gaylord successfully completed the pre-clinical curriculum which is graded on a traditional 4.0 grading scale with letter grades:
 - A (90-100)
 - B (80-89)
 - C (70-79)
 - C*(<70)
- The two charts on the next two slides detail Student Doctor Gaylord's performance in pre-clinical curriculum years 1 and 2.

Year 1 Grade Distribution



Year 2 Grade Distribution



Core Clinical Clerkship Performance

(in chronological order)

Each student has ten required third year core clinical rotations: Primary care in a Rural or Underserved Setting, Family Medicine*, Obstetrics/Gynecology*, Surgery*, Internal Medicine I, Internal Medicine II*, Pediatrics*, Psychiatry*, Medical Selective and Medical Selective or Surgery Selective.

Core Clinical Clerkship Performance

(in chronological order)

The table on the next slide provides the student's grade for each 3rd year clinical rotation along with the accompanying preceptor narrative comments. CUSOM assures the evaluations listed below include both POSTIVE and NEGATIVE feedback and recommendations made by the preceptor. The report is listed chronologically from the first rotation to the last rotation so the reviewer can evaluate the progress a student has made during the course of their 3rd year of clinical rotations.

Year 3 Evaluation & Comments

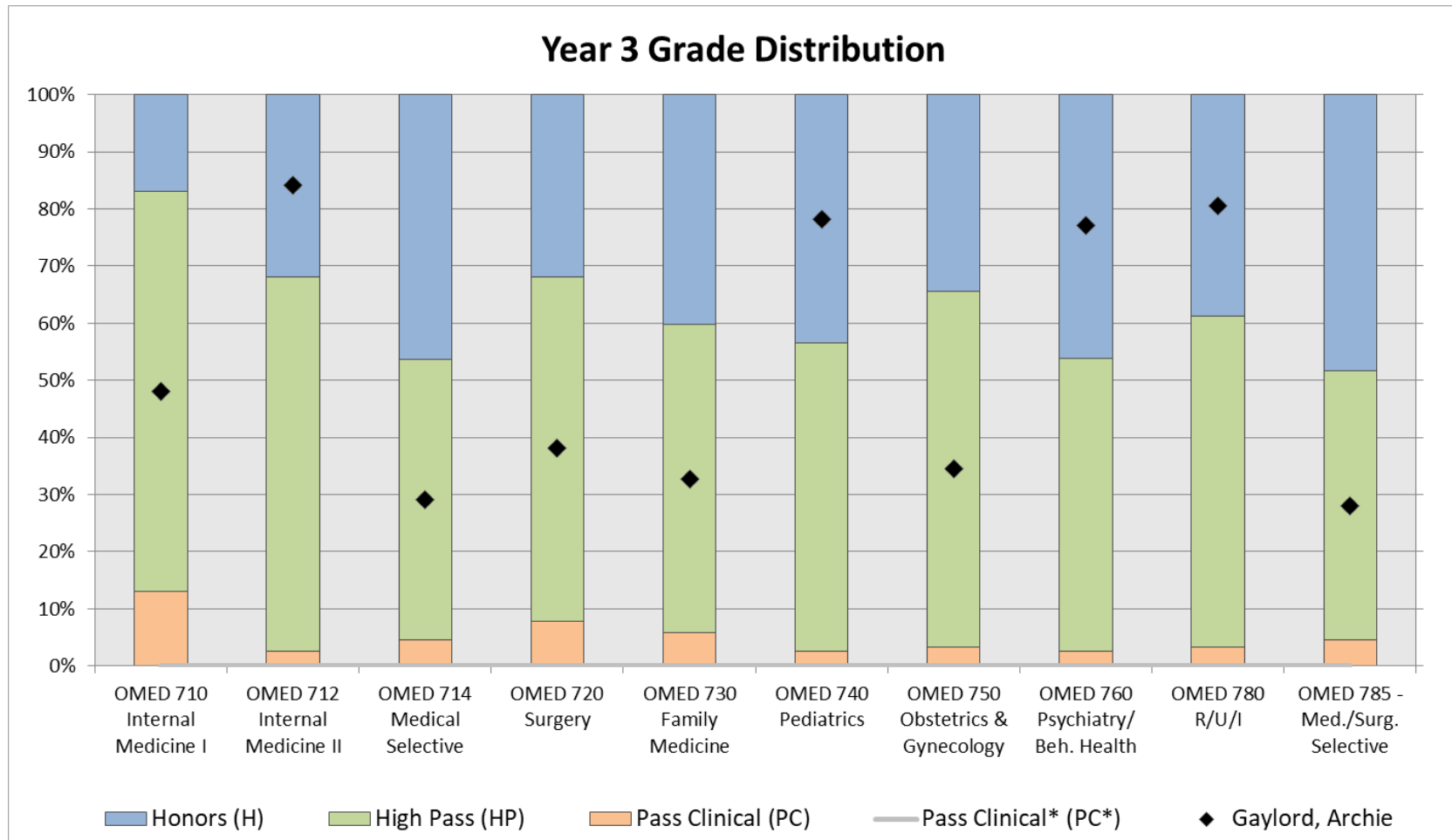
Year 3 Rotations	Dates of Rotation	MSPE Preceptor Comments	End of Rotation Exam Grade (COMAT)	Preceptor Evaluation Grade	Final Rotation Grade
OMED 710 Internal Medicine I	08/26/2019 - 09/22/2019	Eager to learn. hard working. Always ask for feedback and takes feedback positively with positive result. Student is eager to learn and improve. Patient always looking for feedback on presentations. He cared a lot about getting better in his performance. Student also demonstrated empathy and care for his patients as he advocated for appropriate treatments. He improved his presentations and differential diagnosis as the month went on		HP	HP
OMED 712 Internal Medicine II	09/23/2019 - 10/20/2019	Excellent medical student and a great team player Goes above and beyond to take care of his patient. Reads up on his patients cases and comes to rounds well prepared. He is very hard working and compassionate learner. He is very motivated and performed his given tasks in time which included presentations in rounds. He actively took part in patient care and management plan. He was well received by the residents and patients also liked him. He accepted and welcomed constructive criticism in order to develop and gain clinical skills. He not only revealed a deep fund of clinical knowledge from start but also maintained a rigorous learning plan.	HP	H	H
OMED 714 Medical Selective	10/21/2019 - 11/17/2019	Archie is passionate about this profession and is goal-oriented. He will achieve it with his good fund of knowledge and dedication. He comes in early, stays late if needed and makes good and thorough clinical presentations. Also displays empathy towards his patients.		HP	HP
OMED 720 Surgery	11/18/2019 - 12/15/2019	Read up on cases the night before and was prepared for OR Took initiative Worked hard.	PC	HP	HP
OMED 730 Family Medicine	04/06/2020 - 05/03/2020	Assessment based on participation in online rotation including responding to questions, power point presentations, completion of rotation assignments and submission of a log with attestation. Archie Winter's presentations were thorough, well researched and well organized. He effectively included OMM in his presentations.	HP	HP	HP
OMED 740 Pediatrics	02/10/2020 - 03/08/2020	Archie was very diligent and eager to learn and to work. He exhibited a superior scope of knowledge and was excited about what he learned here. He also demonstrated an excellent work ethic.	H	HP	H
OMED 750 Obstetrics and Gynecology	01/13/2020 - 02/09/2020	Hard worker. Integrates into the team well. Practice Team based care for patient care.	HP	HP	HP
OMED 760 Psychiatry	03/09/2020 - 04/05/2020	He is very hard working, self motivated, curious to learn student. He has never tiring energy, enthusiasm and worked long hours breaking the challenges of Psychiatry consulting work. He actually saw more complex consults and functioned at a PGY-1 Resident level. It was a pleasure working with him.	H	H	H
OMED 780 Rural/Underserved/International	12/16/2019 - 01/12/2020	Empathetic, Detailed. Energetic. Goes above and beyond the call of duty		H	H
OMED 785 Medical/Surgical Selective	05/04/2020 - 05/31/2020	Archie did a very good job in the online curriculum. He has a very strong internal medicine knowledge base and is a very proactive learner.		HP	HP

Grading Rubric

	Evaluation Grade		
	Honors	High Pass	Pass
End of Rotation Exam (COMAT) Score			
Honors	Honors	Honors	High Pass
High Pass	Honors	High Pass	High Pass
Pass	High Pass	High Pass	Pass



Year 3 Grade Distribution



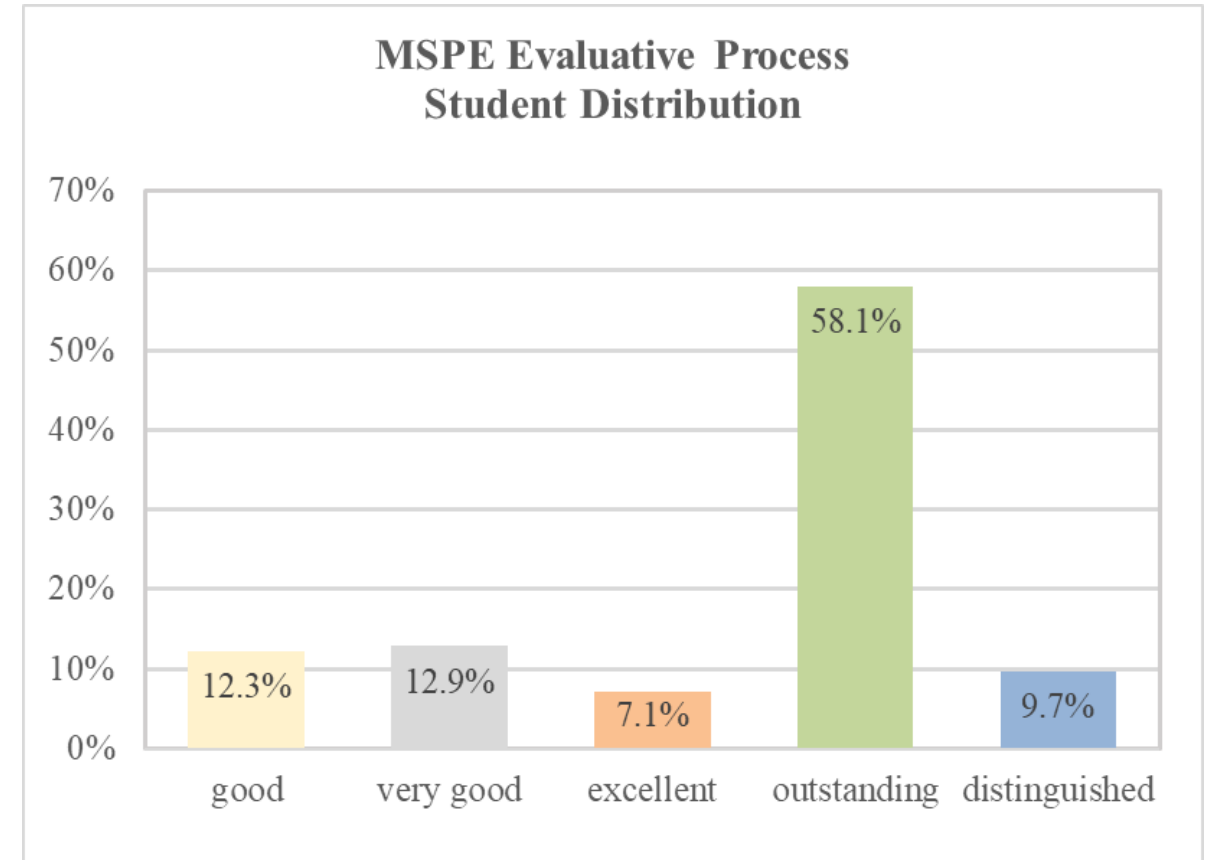
Summary

Example: Student Doctor Gaylord has earned a designation of **excellent** as a candidate for graduate medical education. Additional information on the nature of this ranking is described in the MSPE Evaluation Process. Please consider all aspects of this student's record in your evaluation. Student Doctor Gaylord's narrative evaluations speak to his strong work ethic and positive attitude. In addition to his service and leadership, he was consistently prepared, and focused on learning and improving.



MSPE Evaluative Process

- The MSPE process at the School of Osteopathic Medicine assigns an evaluation level to each student based on a rubric which includes assessment of pre-clerkship and clerkship grades, COMLEX-USA Level 1 and COMLEX-USA Level 2 scores (if available), leadership, research and service.



The MSPE Designation

The following designations (included in the summary paragraph of the MSPE are used to describe the ability and promise of students in relation to their graduating class:

- Distinguished
- Outstanding
- Excellent
- Very good
- Good

MSPE Adjective Descriptions

A **distinguished** candidate exemplifies excellence in pre-clerkship academics as demonstrated by COMLEX-USA Level 1 performance in the top 10% of scores compared to their peers **AND** excellence in clerkship activities by achieving honors OR high pass level performance on at least 5 of the 6 third year end-of-rotation (COMAT) examinations. These students may have participated in significant and longitudinal leadership and service, research activities that lead to presentations and publications, as well as scholarly concentration accomplishments that have the potential to significantly impact medical school programs, patients, or the community.



MSPE Adjective Descriptions

An **outstanding** candidate exemplifies excellence in pre-clinical academics as demonstrated by COMLEX-USA Level 1 performance in the top 25% of scores compared to their peers **OR** excellence in clerkship activities by achieving honors OR high pass level performance on at least 4 of the 6 third year end-of-rotation (COMAT) examinations. These students may have participated in significant leadership and service, and research activities that lead to presentations and publications.

MSPE Adjective Descriptions

A **very good** candidate exhibits success in pre-clerkship academics as demonstrated by COMLEX-USA Level 1 performance in the top 75% of scores compared to their peers **OR** exhibits success in clerkship activities by achieving at least high pass level performance on at least 2 of the 6 third year end-of-rotation (COMAT) examinations. These students may have participated in leadership and service, and research activities that lead to presentations and publications.

MSPE Adjective Descriptions

A **good** candidate has completed pre-clerkship academics as demonstrated by achieving a passing score on the COMLEX-USA Level 1 examination and has completed clerkship activities by achieving a passing level performance on third year end-of-rotation (COMAT) examinations. These students may have participated in leadership and service, and research activities that lead to presentations and publications.

Frequently Asked Questions

Q: What is the Medical Student Performance Evaluation (MSPE)?

A: The Medical Student Performance Evaluation (MSPE) is a comprehensive assessment of your performance in achieving the education objectives of our medical school curriculum. It is neither a letter of recommendation nor a prediction of your future performance in a residency program. The MSPE describes your performance through three full years of medical school.

Frequently Asked Questions

Q: How do I request my MSPE for fellowship applications?

A: CUSOM automatically will send all rising fourth year students an email providing them to a link to create a current CV using the CUSOM CV builder and instruct them to a link to for the MSPE Noteworthy Characteristics. By completing the waiver attached to the link as well as providing the Noteworthy Characteristics and MSPE will be created for each student.

Frequently Asked Questions

Q: Where does the information come from for my MSPE?

A: The student provides the noteworthy characteristics, the Registrar's Office provides academic history, the Student Affairs Office provides professional issues, and Medical Education Department and Clinical Affairs provides your pre-clinical and clinical grades.

Frequently Asked Questions

Q: Will I have a chance to review my MSPE before it goes out?

A: Yes. You will receive an email informing you that your MSPE is available for viewing. It is your responsibility to contact the Assistant Registrar to set up a mutually convenient appointment.

Q: What steps should I take if I don't agree with a clerkship evaluation or grade?

A: You should see the program coordinator immediately. Do not wait until you review your MSPE; it may be too late. No statements will be added, deleted or edited from your preceptors' evaluations.



Frequently Asked Questions

Q: What is the earliest date my MSPE can be sent out?

A: THE AAMC rules set October 1 as the earliest release date for any MSPE (even for early match specialties.)



ERAS Packet Includes:

- MSPE
- Letters of Recommendation
- Transcripts
- Board Scores
- ERAS Application
- Personal Statement
- CV

ERAS Packet

School uploads the following:

- CUSOM Transcript through third year clinical rotations.
- Medical School Performance Evaluation (MSPE)

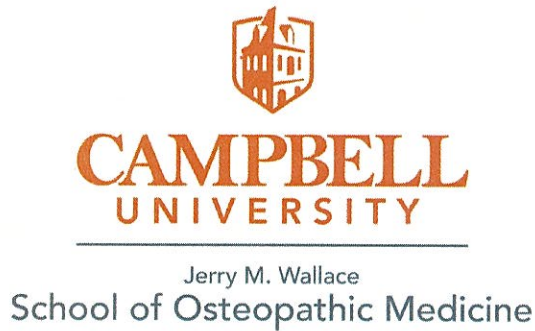
Student is responsible for:

- Letters of Recommendation are uploaded by the letter writers which the student will provide a LOR Token.
- Application and CV uploaded by the student.
- Personal Statement uploaded by student.
- Board Scores – student must contact NBOME and NBME (if applicable) to have their scores released to ERAS.

Final MSPE Example

for Student Doctor Gaylord





October 19, 2020

Identifying Information

Archie Gaylord is a fourth-year student at the Campbell University, Jerry M. Wallace School of Osteopathic Medicine.

Noteworthy Characteristics

- Student Doctor Gaylord was awarded a summer stipend from the National Institute of Diabetes and Kidney Disease to study at UCLA/Cedars Sinai. He has since presented projects in obstetrics/gynecology and otolaryngology.
- Student Doctor Gaylord has been dedicated to service as a medical student by volunteering at the Student Outreach Clinic, a student-run clinic providing basic medical care to the underserved community.
- Student Doctor Gaylord has developed his interest in medical education as a supplemental instructor for the cardiopulmonary block and volunteer instructor at anatomy lab review sessions.

Academic History

Date of Initial Matriculation in Medical School:	08/03/2015
Date of Expected Graduation from Medical School:	05/09/2019
Please explain any extensions, leave(s), gap(s) or break(s) in the student's educational program below:	
Information about the student's prior, current, or expected enrollment in, and the month and year of the student's expected graduation from dual, joint, or combined degree programs.	
Was the student required to repeat or otherwise remediate any course work during his/her medical education? If yes, please explain.	
Was the student the recipient of any adverse action(s) by the medical school or its parent institution?	

Academic Progress

Professional Performance

(SECTION 6.10.3 of AB - Honor Code) The Campbell University Jerry M. Wallace School of Osteopathic Medicine Honor Code of Conduct (CUSOM Honor Code) embodies a spirit of mutual trust, intellectual honesty, and professionalism between the School and the student body, and it is the highest expression of the values shared by the CUSOM and Campbell University communities. The CUSOM Honor Code is based on the fundamental belief that every student is worthy of trust and it is maintained to protect the right to participate in an academic environment free from injustice caused by dishonesty.

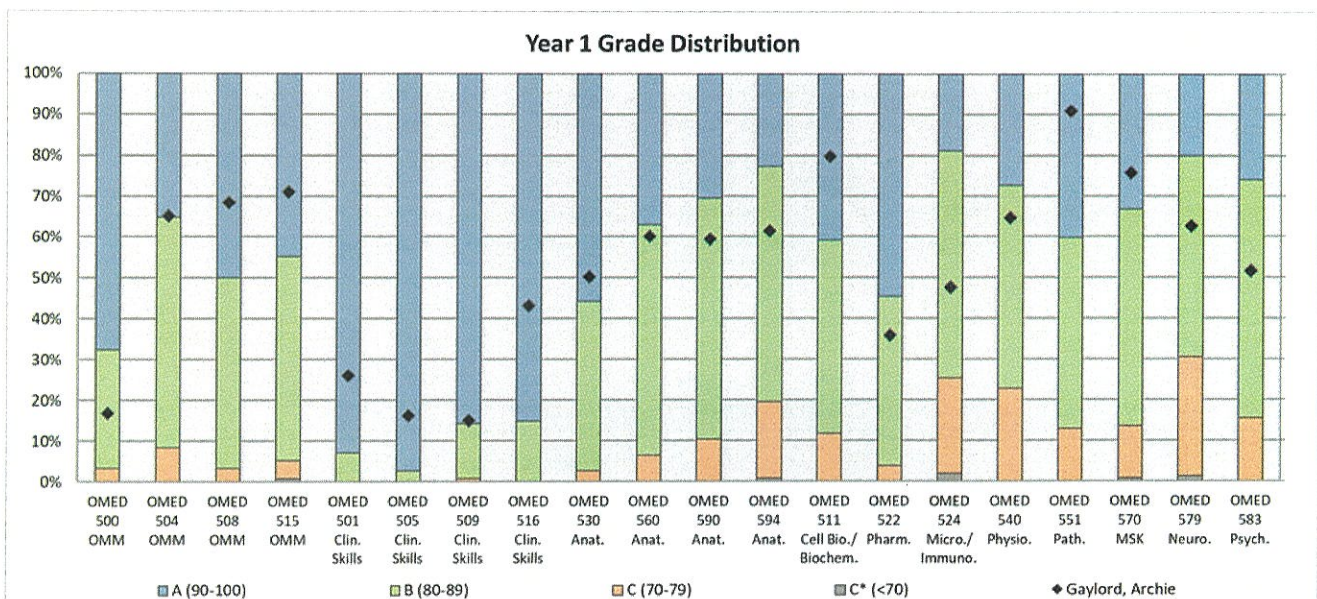
Further, CUSOM students are expected to conduct themselves in a professional and ethical manner befitting the honorable profession they are entering. Students have an obligation to maintain the highest standards of honesty and integrity. It is not possible to enumerate all examples of expected academic and professional behavior, nor is it possible to enumerate all behaviors considered inappropriate, unprofessional, unethical, or not in keeping with the standards of a CUSOM student.

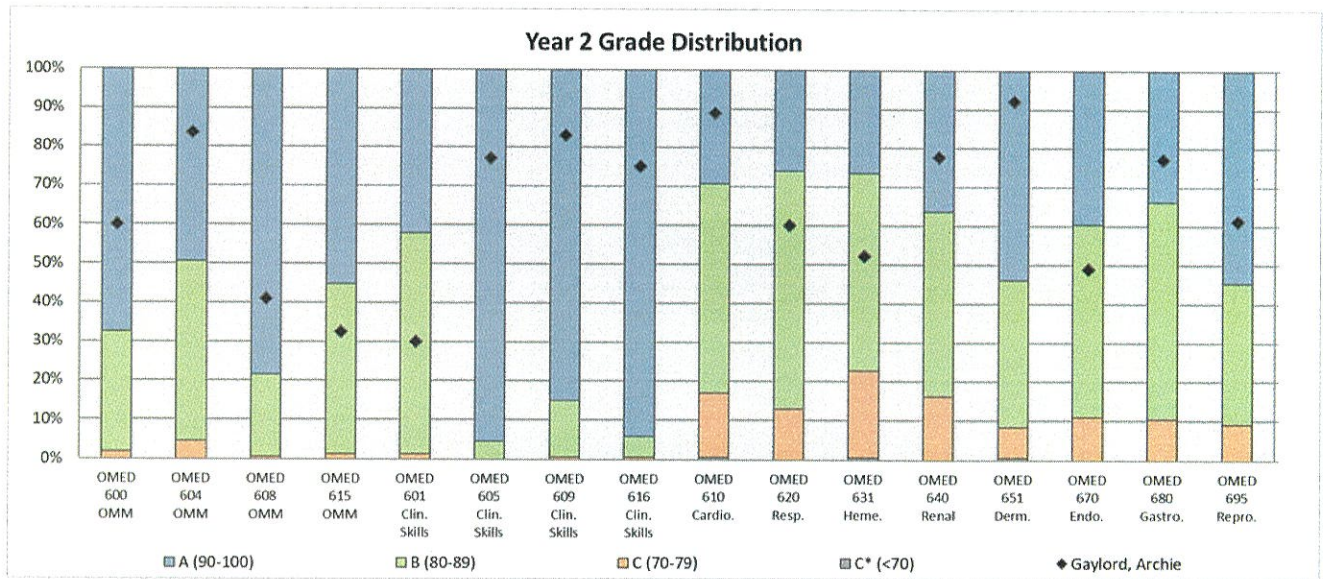
In general, the founding principles of the CUSOM Honor Code are the established rules and regulations of the CUSOM community. The CUSOM community includes CUSOM, affiliated hospitals, and any institution where CUSOM students pursue activities for academic credit. Violation of these rules and regulations may constitute a violation of the CUSOM Honor Code.

Student Doctor Gaylord has met all professionalism standards at the Campbell University School of Osteopathic Medicine and has not been assessed any sanction for unprofessional behavior or violation of the Honor Code of Conduct.

Preclinical Coursework

Student Doctor Gaylord successfully completed the preclinical curriculum which is graded on a traditional 4.0 grading scale with letter grades A (90-100), B (80-89), C (70-79), and C* (<70). The two charts below detail Student Doctor Gaylord's performance in the preclinical curriculum years 1 and 2.





Core Clinical Clerkship Performance (in chronological order):

Each student has ten required third year core clinical rotations: Primary Care in a Rural or Underserved Setting, Family Medicine*, Obstetrics / Gynecology*, Surgery*, Internal Medicine I, Internal Medicine II*, Pediatrics*, Psychiatry*, Medical Selective, and one Elective.

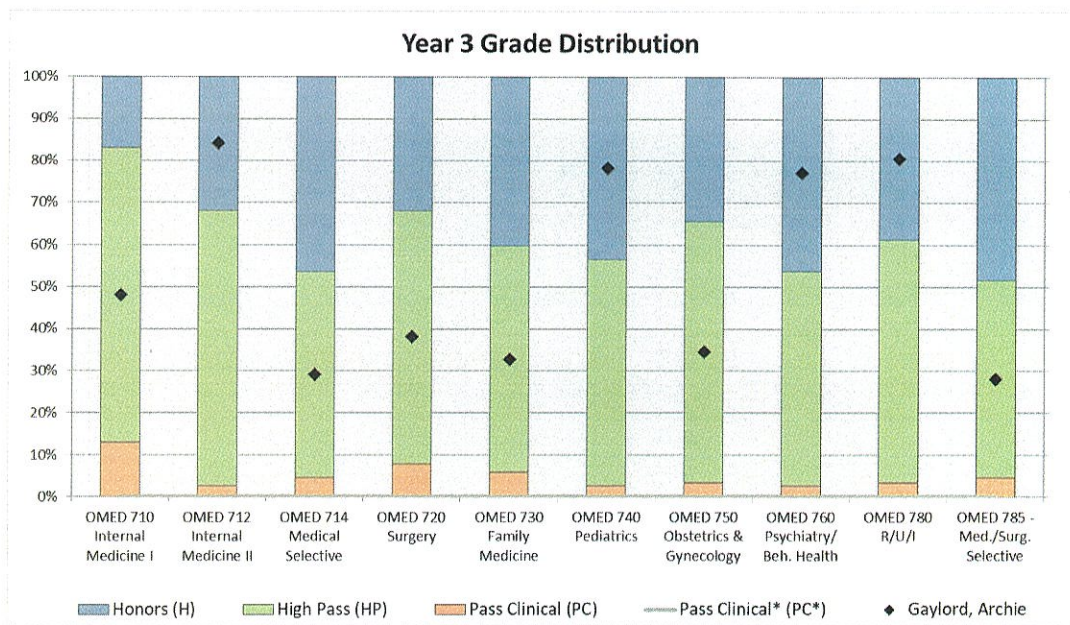
The table below provides the student's grade for each 3rd year clinical rotation along with the accompanying preceptor narrative comments. CUSOM assures the evaluations listed below include both POSITIVE and NEGATIVE feedback and recommendations made by the preceptor. The report is listed chronologically from the first rotation to the last rotation so the reviewer can evaluate the progress a student has made during the course of their 3rd year of clinical rotations.

Year 3 Rotations	Dates of Rotation	MSPE Preceptor Comments	End of Rotation Exam Grade (COMAT)	Preceptor Evaluation Grade	Final Rotation Grade
IMED 710 Internal Medicine I	08/26/2019 - 09/22/2019	Eager to learn. Hard-working. Always ask for feedback and takes feedback positively with positive result. Student is eager to learn and improve. Patient always looking for feedback on presentations. He cared a lot about getting better in his performance. Student also demonstrated empathy and care for his patients as he advocated for appropriate treatments. He improved his presentations and differential diagnosis as the month went on		HP	HP
IMED 712 Internal Medicine II	09/23/2019 - 10/20/2019	Excellent medical student and a great team player Goes above and beyond to take care of his patient. Reads up on his patients cases and comes to rounds well prepared. He is very hard working and compassionate learner..He is very motivated and performed his given tasks in time which included presentations in rounds. He actively took part in patient care and management plan. He was well received by the residents and patients also liked him. He accepted and welcomed constructive criticism in order to develop and gain clinical skills. He not only revealed a deep fund of clinical knowledge from start but also maintained a rigorous learning plan.	HP	H	H
IMED 714 Medical Selective	10/21/2019 - 11/17/2019	Archie is passionate about this profession and is goal-oriented. He will achieve it with his good fund of knowledge and dedication. He comes in early, stays late if needed and makes good and thorough clinical presentations. Also displays empathy towards his patients.		HP	HP

MED 720 Surgery	11/18/2019 - 12/15/2019	Read up on cases the night before and was prepared for OR Took initiative Worked hard.	PC	HP	HP
MED 730 Family Medicine	04/06/2020 - 05/03/2020	Assessment based on participation in online rotation including responding to questions, power point presentations, completion of rotation assignments and submission of a log with attestation. Archie Winter's presentations were thorough, well researched and well organized. He effectively included OMM in his presentations.	HP	HP	HP
MED 740 Pediatrics	02/10/2020 - 03/08/2020	Archie was very diligent and eager to learn and to work. He exhibited a superior scope of knowledge and was excited about what he learned here. He also demonstrated an excellent work ethic.	H	HP	H
MED 750 Obstetrics and gynecology	01/13/2020 - 02/09/2020	Hard worker. Integrates into the team well. Practice Team based care for patient care.	HP	HP	HP
MED 760 Psychiatry	03/09/2020 - 04/05/2020	He is very hard working, self motivated, curious to learn student. He has never tiring energy, enthusiasm and worked long hours breaking the challenges of Psychiatry consulting work. He actually saw more complex consults and functioned at a PGY-1 Resident level. It was a pleasure working with him.	H	H	H
MED 780 ural/Underserved/International	12/16/2019 - 01/12/2020	Empathetic, Detailed. Energetic. Goes above and beyond the call of duty		H	H
MED 785 Medical/Surgical elective	05/04/2020 - 05/31/2020	Archie did a very good job in the online curriculum. He has a very strong internal medicine knowledge base and is a very proactive learner.		HP	HP

Grading Rubric

	Evaluation Grade		
	Honors	High Pass	Pass
End of Rotation Exam (COMAT) Score			
Honors	Honors	Honors	High Pass
High Pass	Honors	High Pass	High Pass
Pass	High Pass	High Pass	Pass

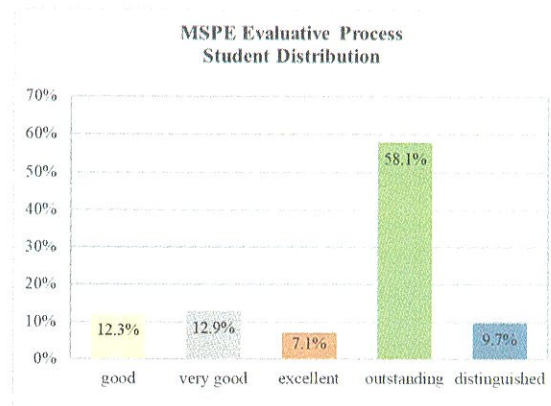


Summary

Student Doctor Gaylord has earned a designation of **excellent** as a candidate for graduate medical education. Additional information on the nature of this ranking is described in the MSPE Evaluative Process below. Please consider all aspects of this student's record in your evaluation. Student Doctor Gaylord's narrative evaluations speak to his strong work ethic and positive attitude. In addition to his service and leadership, he was consistently prepared, and focused on learning and improving.

MSPE Evaluative Process:

The MSPE process at the School of Osteopathic Medicine assigns an evaluation level to each student based on a rubric which includes assessment of pre-clerkship and clerkship grades, COMLEX-USA Level 1 and COMLEX-USA Level 2 scores (if available), leadership, research, and service.

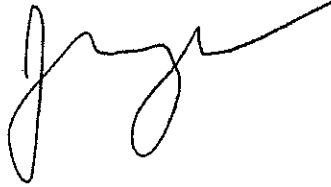


- A **distinguished** candidate exemplifies excellence in pre-clerkship academics as demonstrated by COMLEX-USA Level 1 performance in the top 10% of scores compared to their peers **AND** excellence in clerkship activities by achieving honors OR high pass level performance on at least 5 of the 6 third year end-of-rotation (COMAT) examinations. Additional considerations are given for significant and longitudinal leadership and service, research activities that lead to presentations and publications, as well as scholarly concentration accomplishments that have the potential to significantly impact medical school programs, patients, or the community.
- An **outstanding** candidate exemplifies excellence in pre-clerkship academics as demonstrated by COMLEX-USA Level 1 performance in the top 25% of scores compared to their peers **OR** excellence in clerkship activities by achieving honors OR high pass level performance on at least 4 of the 6 third year end-of-rotation (COMAT) examinations. These students may have participated in leadership, service and research activities.
- An **excellent** candidate exhibits success in pre-clerkship academics as demonstrated by COMLEX-USA Level 1 performance in the top 50% of scores compared to their peers **OR** exhibits success in clerkship activities by achieving at least high pass level performance on at least 3 of the 6 third year end-of-rotation (COMAT) examinations. These students may have participated in leadership, service and research activities.
- A **very good** candidate exhibits success in pre-clerkship academics as demonstrated by COMLEX-USA Level 1 performance in the top 75% of scores compared to their peers **OR** exhibits success in clerkship activities by achieving at least high pass level performance on at least 2 of the 6 third year end-of-rotation (COMAT) examinations. These students may have participated in leadership, service and research activities.
- A **good** candidate has completed pre-clerkship academics as demonstrated by achieving a passing score on the COMLEX-USA Level 1 examination and has completed clerkship activities by achieving a passing level performance on third year end-of-rotation (COMAT) examinations. These students may have participated in leadership, service and research activities.

Medical School Information

For additional information about Campbell University, Jerry M. Wallace School of Osteopathic Medicine, please see www.campbell.edu/cusom.

Sincerely,

A handwritten signature in black ink, appearing to read 'J. Powers', with a long horizontal stroke extending to the right.

James E. Powers, DO, FACEP, FAAEM
Interim Dean and Chief Academic Officer
Professor of Emergency Medicine