2015-2016 DATA COLLECTION INSTRUMENT
FOR PRELIMINARY ACCREDITATION

STANDARD 10

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STANDARD 10: MEDICAL STUDENT SELECTION, ASSIGNMENT, AND PROGRESS

A medical school establishes and publishes admission requirements for potential applicants to the medical education program, and uses effective policies and procedures for medical student selection, enrollment, and assignment.

NOTE: ELEMENTS 10.7, 10.8, 10.9, AND 10.10 ARE NOT INCLUDED IN THE DCI FOR PRELIMINARY ACCREDITATION
10.1 PREMEDICAL EDUCATION/REQUIRED COURSEWORK

Through its requirements for admission, a medical school encourages potential applicants to the medical education program to acquire a broad undergraduate education that includes the study of the humanities, natural sciences, and social sciences, and confines its specific premedical course requirements to those deemed essential preparation for successful completion of its medical curriculum.

10.1 NARRATIVE RESPONSE

a. List all the college courses or subjects, including associated laboratories, which will be required as prerequisites for admission to the medical school.

Applicants to the Washington State University College of Medicine (ESFCOM) will be required to file their application in accordance with the rules and regulations of the American Medical College Application Service (AMCAS) until WebAdMIT is implemented. Applicants must have completed a minimum of 90 semester hours or equivalent at a regionally accredited US or Canadian college or university. All applicants must be US citizens or permanent resident aliens. Those applying as a permanent resident must submit appropriate documentation to the ESFCOM Office of Admissions.

Applicants to the ESFCOM must have completed the premedical course requirements prior to matriculating, preferably before applying. Prior to matriculation, an accepted student must have earned the baccalaureate degree. Each required course, listed in the table below, must be completed with a grade of C or better. Courses taken pass/fail or credit/no credit will not count towards meeting the pre-medical course requirement. Advanced Placement (AP) credits may be accepted to fulfill the pre-medical course requirement if the undergraduate institution gave the applicant credit on his or her transcript and if it appears (and is verified) on the applicant’s AMCAS application. Aggregated credit is not accepted. All candidates should demonstrate substantial academic ability in their major field as well as in the required science courses. Candidates should be proficient in the use of the English language, basic mathematics, personal computing, and information technologies. The prescribed course requirements are the minimum requirements for admission to medical school. Applicants are best served to take additional upper-level coursework so they are better prepared for the academic rigors of the medical education program.

Remedial/developmental courses or "English as a Second Language" courses are not accepted. Upper level courses (300-600 level) are preferred, but applicants who have taken basic (100-200 level) courses in these subject areas will still be considered.

The college courses or subjects required for admissions are as follows:

<table>
<thead>
<tr>
<th>Required Course</th>
<th>Preferred Focus</th>
<th>Lab</th>
<th>Sem Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>College English or other intensive writing course</td>
<td></td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>College Mathematics</td>
<td>Statistics</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>Biology</td>
<td>Genetics, Molecular Biology</td>
<td>X</td>
<td>8</td>
</tr>
<tr>
<td>Organic Chemistry</td>
<td></td>
<td>X</td>
<td>4</td>
</tr>
<tr>
<td>Physics</td>
<td></td>
<td>X</td>
<td>8</td>
</tr>
<tr>
<td>Humanities</td>
<td>(literature, art, music, or history)</td>
<td></td>
<td>4</td>
</tr>
</tbody>
</table>
b. List any courses or subjects that will be recommended, but not required, as prerequisites for admission.

<table>
<thead>
<tr>
<th>Recommended Course</th>
<th>Preferred Focus</th>
<th>Lab</th>
<th>Sem Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sociology</td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Psychology</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ethics</td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Human Development/Embryology</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Genetics</td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Human or Mammalian Physiology</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Anatomy or Comparative Anatomy</td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>Spanish – Intermediate verbal proficiency</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Research Courses or Data Management</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

All premedical coursework should be completed no fewer than 5 years prior to matriculation to the College of Medicine.

c. Describe how the planned premedical course requirements were established and by which individuals and/or groups they were approved.

A broad-based undergraduate education is critical to the mission of the ESFCOM and for the development of student-physician competencies outside the domain of scientific knowledge.

Premedical course requirements were initially established by the ad hoc Admissions Committee, comprising of clinical, research, and administrative faculty in the ESFCOM, and were reviewed by the Admissions Committee (see Appendix 10.1.1) and will undergo review by the Dean’s Cabinet of the ESFCOM. Committee members used as references the pre-health advisors references published by AMCAS, AAMC publications, and a review of requirements published by other new and developing medical schools. The fully operational standing Admissions Committee was nominated and appointed by the Dean and faculty in the spring of 2016, and was approved by the Faculty Council Executive Committee, as stipulated in the ESFCOM Faculty Bylaws (see Appendix 1.5.1).

On an annual basis, the Admissions Committee will review the requirements for admission and reflect on the performance of students in ESFCOM coursework at each level. If the Admissions Committee identifies student performance concerns, it may request course review by the Curriculum Committee or review of student support services by the appropriate committee. At its annual retreat, the Admissions Committee will validate that the requirements as stated are those that prepare the students for the medical education program.
10.2 Final Authority of Admission Committee

The final responsibility for accepting students to a medical school rests with a formally constituted admission committee. The authority and composition of the committee and the rules for its operation, including voting privileges and the definition of a quorum, are specified in bylaws or other medical school policies. Faculty members constitute the majority of voting members at all meetings. The selection of individual medical students for admission is not influenced by any political or financial factors.

10.2 Narrative Response

a. Describe the anticipated size and composition of the medical school admission committee at the time the charter class is being reviewed for admission. In the description, note the initial categories of membership (e.g., faculty, medical school administrators, and community members) and the specified number of members from each category. Note any anticipated changes to the composition of the admission committee over time (e.g., the addition of students). If there are subcommittees of the admission committee, describe their composition, role, and authority.

The Elson S. Floyd College of Medicine (ESFCOM) established a standing Admissions Committee in the spring of 2016. The committee was constituted per the ESFCOM bylaws (See Appendix 1.5.1). The Admissions Committee is comprised of at least 15 members and includes faculty from ESFCOM departments and community members. At steady state, ESFCOM will include third and fourth year medical students on the Admissions Committee. For the first year, the committee will meet to make decisions on applicants between November 1st and March 31st. In subsequent years, the committee will determine the acceptance, deferral, “under consideration,” or rejection status of applicants. The Associate Dean for Diversity, Inclusion, and Leadership is Ex Officio on this committee, consistent with the ESFCOM Diversity and Inclusion Policy (see appendix 3.3.1).

The Admissions Committee membership is as follows:

<table>
<thead>
<tr>
<th>Discipline</th>
<th>Number of Members</th>
</tr>
</thead>
<tbody>
<tr>
<td>WSU ESFCOM Faculty</td>
<td>10</td>
</tr>
<tr>
<td>WSU Faculty (College of Nursing and College of Education)</td>
<td>2</td>
</tr>
<tr>
<td>Medical School Administrators Ex-Officio</td>
<td>2</td>
</tr>
<tr>
<td>3rd/4th Year Medical Students (as applicable)</td>
<td>2</td>
</tr>
<tr>
<td>Additional</td>
<td>2 community members</td>
</tr>
</tbody>
</table>

b. Describe the process for selection of Admissions Committee members and the length of their initial appointment. Note if members can be reappointed and if there is a maximum term of service. Identify the current chair of the Admissions Committee, including his or her faculty and/or administrative title(s).

The selection process for faculty committees is designed to be broadly inclusive of faculty input in the governance of the ESFCOM. Annually, the department chairs will solicit nominations from the departmental faculty for open positions on the standing committees. Faculty may self-nominate, or may propose others as candidates. The chairs of the departments are responsible for the election process, including the development of the slate of candidates for election. The number of representatives from the departments will be proportional to the number of faculty appointed to the departments. The current chair of the Admissions Committee is Radha Nandagopal, MD, FAAP.
Of note, faculty at all regional campuses are eligible to serve on the committee of the ESFCOM. As those campuses develop, the membership on committees will be reviewed by the faculty and administration, to ensure representation from each of the sites. Any changes will be proposed for inclusion in the bylaws, and will be voted on by the faculty.

Initial terms of service, based on the Faculty Bylaws, will be staggered, after which a term is defined as one year in length, which is renewable on an annual basis.

A quorum for the Admissions Committee is defined to be nine members, of which seven must be faculty members.

c. Describe how Admissions Committee members will be oriented to Admissions Committee policies and to the admissions’ process.

Newly appointed members to the Admissions Committee will be required to attend orientation/training sessions which include a review of admissions policies, as well as education on the application and admissions process. The ESFCOM will use the Multiple Mini-Interview (MMI) format, which will include a short, traditional interview with a trained evaluator. Training for Admissions Committee members and evaluators (who may be non-committee members) will focus on the MMI process and the one-on-one interviews with applicants.

A session on areas to be examined during the interview process, a review of acceptable interview narratives, and lastly questions/areas that should not be explored with applicants during the interview process will be included in the development program. Simulated interviews will be conducted; interview narratives will be reviewed by the chair of the Admissions Committee, and the chair will provide feedback on interview styles. This process will allow Admission Committee members to calibrate the way they review and think about the applicants’ information. All members of the Admissions Committee, as well as all faculty, students, and community members involved in the interview process, will undergo additional training on unconscious bias recognition. This specific training will be supervised by the Associate Dean for Diversity, Inclusion, and Leadership.

Additionally, advance planning is underway to schedule the AAMC Holistic Review workshop on campus for the summer of 2016, after the LCME site visit.

d. Describe whether the Admissions Committee as a whole, or a subset of the Admissions Committee, will have the final authority for making all admission decisions.

The final authority for admissions decisions into the ESFCOM is the Admissions Committee as a whole. The committee will make decisions on admissions in accordance with the educational goals articulated in the mission, vision, and values of the College of Medicine. The committee will maintain independence and make decisions without the presence of external influence. Applicants who are not selected for admission will be not be able to appeal the decision of the Admissions Committee, but would be welcome to reapply in a subsequent season.

e. Describe how the medical school will ensure that there are no conflicts of interest in the admission process and that no admission decisions will be influenced by political or financial factors.

All members of the Admissions Committee will be held to the highest code of conduct and will be educated during orientation on the risk of external influences to their standing on the Admissions Committee. The Admissions Committee Conflict of Interest Policy provides for the circumstances in
which an Admissions Committee member is required to report a real/perceived conflict of interest immediately upon learning of the identity of the applicant creating the real/perceived conflict of interest. The Admissions Committee Conflict of Interest Policy has been reviewed and approved by the Admissions Committee (See Appendix 10.2.1) and has undergone review by the Dean’s Cabinet.

SUPPORTING DOCUMENTATION REQUIRED FOR ELEMENT 10.2

Admissions Conflict of Interest Policy Appendix 10.2.1

10.3 POLICIES REGARDING STUDENT SELECTION / PROGRESS AND THEIR DISSEMINATION

The faculty of a medical school establish criteria for student selection and develops and implement effective policies and procedures regarding, and make decisions about, medical student application, selection, admission, assessment, promotion, graduation, and any disciplinary action. The medical school makes available to all interested parties its criteria, standards, policies, and procedures regarding these matters.

10.3 NARRATIVE RESPONSE

a. Describe how the policies, procedures, and criteria for medical student selection were developed and approved, including the individuals and groups involved in their approval.

The policies, procedures, and criteria for medical students were developed by the ad hoc Admissions Committee and approved by the standing Admissions Committee. The College Executive Cabinet reviewed and amended the recommendations. The members of this committee reviewed materials from the AAMC, including the Holistic Review Project, as well as literature surrounding application processes to health professions schools. The committee interviewed a number of admissions deans and directors from new and developing schools regarding different approaches to admissions techniques. Finally, a subset of committee members visited campuses to observe admissions processes. The policies, procedures, and criteria for medical student selection were reviewed and/or modified and approved by the Dean. All policies and procedures will be reviewed on an annual basis by the respective standing faculty committees, and will be included in the faculty handbook after a faculty vote.

b. Describe the steps in the admissions process, beginning with the receipt of the initial application. For each of the following steps, as applicable, describe the procedures and criteria used to make the relevant decision and the individuals and groups (e.g., admission committee or subcommittee, interview committee) involved in the decision-making process:

The Admissions Committee, in concert with the Dean, establishes the criteria and procedures for the admission of medical students based upon the mission of the College of Medicine. The committee considers and selects students for admission from the applicant pool. The Charge to the Admissions Committee is included in Appendix 10.3.1 and the Medical Student Selection Policy is included in Appendix 10.3.2. See Appendix 10.3.3 for an outline of the Admissions Process below.

1. Preliminary screening for applicants to receive the secondary/supplementary application
2. Selection for the interview
3. The interview
4. The acceptance decision
5. The offer of admission

Preliminary Screening
Staff from the Office of Admissions review and preliminarily screen AMCAS applications; all qualified applicants are invited to submit a secondary application. A holistic approach is used at every step of the application process. For ESFCOM, particular emphasis is placed on recruiting applicants from Washington State, with particular initiative to identify those from diverse populations as defined in the ESFCOM Diversity and Inclusion Policy, including applicants who are identified by AMCAS with a lower socioeconomic status or rural background. While there are no absolute minimum cut-off scores for the MCAT, the scores will be used as part of the initial review for screening purposes only.

Secondary Application Review
Admissions Committee members review secondary applications, and based on a rubric which will be approved by the Admissions Committee, make recommendations to the Associate Dean for Recruitment and Admissions for interviews. The Associate Dean for Recruitment and Admissions selects candidates for interviews, and provides periodic status reports to the chair of the committee. All materials are available to committee members for review at any time; committee members have access to all application materials throughout the process, with the exception of the MCAT score. Admissions Committee members will be blinded to the applicant’s MCAT score in order to maximize the effectiveness of the holistic review process. See appendices 10.3.4 and 10.3.5.

Interviews (Multiple Mini-Interview)
The ESFCOM Multiple Mini Interview (MMI) will consist of a series of short, structured interview stations used to assess non-cognitive qualities including cultural sensitivity, maturity, teamwork, empathy, and reliability and communication skills. Prior to the start of each mini-interview rotation, candidates will receive a question/scenario and have a short period of time to prepare an answer. Interviewers for the MMI will be drawn from the University and community, and will be formally trained on the MMI process. The MMI format is not intended to test specific knowledge in the field, but focuses on:

- Ethical Decision Making
- Critical Thinking
- Communication Skills
- Current Healthcare and Societal Issues

Upon entering the interview room, the candidate will have a short exchange with an interviewer/evaluator. The interviewers evaluate each candidate’s thought process and ability to think on his or her feet. As such, there are no right or wrong answers to the questions posed in an MMI. At the end of each mini-interview, the interviewer will evaluate the candidate’s performance using a Likert scale, while the applicant moves to the next station. This pattern is repeated through a number of rotations.

Additionally, as one of the mini-interview sessions, an evaluator will briefly interview each applicant. After the interview, the evaluator will prepare a summary report for the whole committee to review and assess.

Acceptance Decision
When considering applicants for admission, the whole Admissions Committee reviews all appropriate information including academic, personal, experiential, and demographic data in the selection process. Personal qualities such as motivation, sensitivity to the needs of others, excellent oral communication skills, and maturity receive particular attention along with strong academic credentials. In addition,
personal attributes such as compassion and altruism that are, in the view of the committee, essential to the art of good medical practice are of special interest in the selection process.

The Committee will be especially interested in applicants who have demonstrated through their lifestyles consistent motivation for service to others and their communities. Applicants from diverse backgrounds will be of particular interest. Applicants from rural areas, particularly those designated by AMCAS as socioeconomically disadvantaged, and those who have balanced employment and study for the purposes of completing undergraduate education will be strongly considered.

The Office of Admissions prepares periodic ballots for the committee members to vote on acceptance to the College of Medicine. Following the vote, the Associate Dean for Recruitment and Admissions prepares a spreadsheet of the results, and forwards it to the Admissions Committee chair for review and approval.

**Offers of Admissions**
The Associate Dean for Recruitment and Admissions prepares the offer letters based on the order an applicant appears on the “voting spreadsheet” tally on the approved committee list; the chair of the committee signs all admissions letters. All final decisions on an applicant’s status will be sent via email to the address he or she provided during the AMCAS process. See Appendix 10.3.6 for Acceptance Letter Draft.

The Admissions Committee plans on using a rolling admissions process.

c. Describe how the criteria for student selection will be made available to prospective applicants and their advisors and to the public.

Information regarding Elson S. Floyd College of Medicine (ESFCOM) criteria for student selection will be made available to prospective applicants in multiple ways: through publication in the AAMC Medical Student Admissions Requirements (MSAR) publications, posted on the ESFCOM web site, included in all printed and electronic brochures on ESFCOM admissions information, and included in the medical school catalog. Additionally, the criteria for selection will be discussed throughout the year by ESFCOM representatives during presentations to pre-medical advisors and students.

d. If there is a joint baccalaureate-M.D. program(s) or dual degree program(s) (e.g., M.D.-Ph.D.), describe whether the procedures for the selection and admission of students to the M.D.-granting portion of the program will differ from the procedures described in “b” above.

Not applicable.

e. Describe the planned composition of the medical student promotions committee (or the promotions committees, if more than one).

The ESFCOM Student Evaluation, Promotion, and Awards Committee (SEPAC) is operating, and is comprised of 10 faculty members. The Faculty Bylaws of the ESFCOM (See Appendix 1.5.1) dictate that the committee will include at least one member from each department in the college, a faculty representative for the third and fourth year educational program, and a student representative. Medical student participation will be included when classes have matriculated.

f. Describe the status of development of the policies for the assessment, advancement, and graduation of medical students, and the policies for disciplinary action. How will these be made available to medical students and to faculty?
The SEPAC is actively developing the policies for the assessment, advancement, and graduation of medical students, as well as policies for disciplinary action. Policies will be in accordance with Washington State University policies.

All policies will be made available on the college website, in the student and faculty handbooks, and emailed to the ESFCOM community. Copies of the policies are provided to those applicants offered admission prior to their matriculation decision.

SUPPORTING DOCUMENTATION REQUIRED FOR ELEMENT 10.3

1. As available, policies and procedures for the selection, assessment, advancement, graduation, and dismissal of medical students, and the policies and procedures for disciplinary action.

The policy on Medical Student Promotion, Graduation, and Dismissal is included in Appendix 9.9.1.
The policy on Medical Student Selection is included in Appendix 10.3.2
The policy on Medical Student Deferral of Admissions in Appendix 10.3.7

2. The charge to or the terms of reference of the medical student promotions committee.

Charge: The Student Evaluation, Promotion and Awards Committee (SEPAC) is charged with the review of the academic progress and professional development of each student during all components of the four year medical education program, making recommendations to the dean and dean delegates. The committee has primary responsibility for establishing all graduation requirements including the demonstration of professional conduct appropriate for a physician, and for recommending for graduation only those candidates who have satisfactorily completed those requirements.

Specifically, the committee shall:

* Review all final grades, evaluations and scores for each failing student and endorse or recommend exceptions to the remedial and/or repeat guidelines;

* Track individual progress for each student for whom a final unsatisfactory grade has been recorded for the remainder of the student’s educational program;

* Track progress of individual students on Leave of Absence or independent study;

* Endorse or recommend exceptions to the academic action guidelines (including warning, probation, suspension, or dismissal) for students failing to meet pre-set milestones for satisfactory progression;

* Recommend promotion and graduation for qualified students;

* Ensure that students recommended for graduation meet professional standards of conduct for physicians; and,

* Monitor, advise, and recommend actions to the Dean regarding breaches of professionalism

Appointment: Committee members are appointed to one year terms and may be renewed annually.
Membership: Members of the committee are appointed as described in Article III, Section C.2, in the Faculty Bylaws and must include at least one representative from each department in ESFCOM and a faculty representative for the third and fourth year educational program, as well as a student representative. In situations where deemed necessary for efficient committee functioning, the Dean may extend or shorten the period of service by any committee member. Ex-officio (non-voting) membership consists of the Vice Dean for Student and Faculty Experience, and the Associate Dean for Student Affairs.

10.4 CHARACTERISTICS OF ACCEPTED APPLICANTS

A medical school selects applicants for admission who possess the intelligence, integrity, and personal and emotional characteristics necessary for them to become competent physicians.

10.4 NARRATIVE RESPONSE

a. Describe the personal attributes of applicants that will be considered during the admission process. How was this list of personal attributes developed? By which individuals and groups was the list reviewed and approved?

The Admissions Committee will be especially interested in applicants who have demonstrated through their experiences consistent motivation for service to others and to their communities, in particular in rural and underserved areas. Applicants with diverse life experiences and those from rural backgrounds will be of particular interest. Applicants with a background of socioeconomic disadvantage and those who have balanced employment and study for the purposes of completing undergraduate education will be strongly considered. Applicants who are first generation in the field of medicine will also be strongly considered.

The Admissions Committee will use a holistic admissions process to ensure the applicant pool and student body is broadly diverse to enable the college to achieve its mission in the context of federal and state law. In Washington State, Initiative 200 was passed in 1998 which prohibits discrimination against or granting preferential treatment to, any individual or group on the basis of race, sex, color, ethnicity, or national origin in the operation of public employment, public education or public contracting. Academic metrics, personal attributes, and life experiences will be considered. Particular attention will be paid to students from rural backgrounds, Washingtonians, first-generation college students, socio-economically disadvantaged students, and veterans and applicants currently serving in the military.

The committee members started the process of developing the list of personal attributes by reviewing the 2013 AMA survey of the 131 LCME accredited schools that focused on key attributes, which found that 65% of medical schools named at least one personal quality desired of applicants, including motivation, maturity, compassion, leadership, and integrity. That background survey also reported that a majority of schools (60 percent) used the personal statement to evaluate whether applicants possessed these qualities. Members also reviewed literature and information available from the ACGME on desired attributes in residents.

The committee members then compared this information to the AAMC Group on Student Affairs (GSA) Core Competencies for Entering Medical Students. Those competencies were developed after an extensive literature search of the medical education and employment literature and input from several blue-ribbon and advisory panels, such as SFFP, Behavioral and Social Sciences Foundations for Future Physicians (BSSFFP), Institute of Medicine (IOM), 5th Comprehensive Review of the MCAT Review Committee (MR5), Accreditation Council for Graduate Medical Education (ACGME) Outcome Project, and the MR5 Innovation Lab.
The ESFCOM Admissions Committee has developed the following list of modified GSA personal attributes (interpersonal and intrapersonal core competencies), as well as several additional attributes, that would be the focus during the admissions process. These were reviewed by the Admissions Committee (See Appendix 10.4.1 Meeting Minutes 4-25-16).)

ESFCOM Attributes for Holistic Review:
- **Academic Metrics:**
  - Performance in undergraduate education and premedical coursework
  - MCAT Scores (to be used only as part of the initial screening)
- **Life Experiences**
  - Clinical exposure sufficient to understand the profession
  - Rural/underserved community background
  - Washington resident or strong ties to Washington
  - Background of socio-economic disadvantage
  - First generation college student
  - Veteran/Military experience
  - Concurrent employment during periods of study
- **Personal Attributes:**
  - Intrinsic motivation to pursue the MD degree
  - Service orientation
  - Social skills
  - Cultural competence
  - Teamwork
  - Verbal communication skills
  - Written communication
  - Ethical responsibility to self and others
  - Reliability and dependability
  - Resilience and adaptability
  - Capacity for improvement
  - Critical thinking and ability to succeed academically

b. Describe the methods that will be used during the admission process to evaluate and document the personal attributes of applicants.

Please refer to the admissions procedures as outlined in element 10.3 to illustrate where and how these attributes are assessed.

<table>
<thead>
<tr>
<th>Stage of the Admissions Process</th>
<th>Method(s) to Assess Personal Attributes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preliminary Screening</td>
<td>Applicants are selected based on holistic review</td>
</tr>
<tr>
<td>Secondary Application Review</td>
<td>Candidates are scored based on an approved Admissions Committee rubric form. The rubric takes into account academic performance, socioeconomic status, research experience, medical motivation, campus/community involvement, teamwork, leadership abilities, and any other achievements.</td>
</tr>
<tr>
<td>Interviews</td>
<td>-MMI will be used to assess non-cognitive qualities including: cultural sensitivity, maturity, teamwork, empathy, reliability, adaptability, and ethical decision-making, critical thinking and communication skills.</td>
</tr>
</tbody>
</table>
Acceptance Decision

Holistic review by the Admissions Committee, to include:
- Academic, personal, experiential, and demographic data
- Motivation, excellent oral and written communication skills, and maturity
- Sensitivity to the needs of others, compassion, altruism
- Consistent service to others and to the community

Committee members vote on potential candidates based on their recorded rubric scores and their interview performance. The Associate Dean for Recruitment and Admissions prepares and submits the results of the vote to the chair of the Admissions Committee.

Offers of Admissions

Holistic Review by the Admissions Committee

The following table details where in the admissions process personal attributes will be considered and evaluated:

<table>
<thead>
<tr>
<th>Personal Attribute</th>
<th>Description</th>
<th>Where Considered During Admissions Process</th>
</tr>
</thead>
<tbody>
<tr>
<td>Service Orientation</td>
<td>Demonstrates a desire to help others and sensitivity to others’ needs and feelings; demonstrates a desire to alleviate others’ distress; recognizes and acts on his/her responsibilities to society; locally, nationally, and globally.</td>
<td>1, 2, 3, 5, 6</td>
</tr>
<tr>
<td>Social Skills</td>
<td>Demonstrates an awareness of others’ needs, goals, feelings, and the ways that social and behavioral cues affect people’s interactions and behaviors; adjusts behaviors appropriately in response to these cues, treats others with respect.</td>
<td>2, 3, 4, 5</td>
</tr>
<tr>
<td>Cultural Competence</td>
<td>Demonstrates knowledge of social-cultural factors that affect interactions and behaviors; shows an appreciation and respect for multiple dimensions of diversity; recognizes and acts on the obligation to inform one’s own judgment; engages</td>
<td>2, 3, 4, 5</td>
</tr>
<tr>
<td>Skill/Attribute</td>
<td>Description</td>
<td>Scale</td>
</tr>
<tr>
<td>-----------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>-------</td>
</tr>
<tr>
<td>Team work</td>
<td>Works collaboratively with others to achieve shared goals; shares information and knowledge with others and provides feedback; puts team goals ahead of individual goals.</td>
<td>3, 5</td>
</tr>
<tr>
<td>Oral Communication</td>
<td>Effectively conveys information to others using spoken words and sentences; listens effectively, recognizes potential communication barriers and adjusts approach or clarifies information as needed.</td>
<td>3, 4</td>
</tr>
<tr>
<td>Written Communication</td>
<td>Effectively conveys information to others using written words and sentences.</td>
<td>1, 2</td>
</tr>
<tr>
<td>Ethical Responsibility to Self and Others</td>
<td>Behaves in an honest and ethical manner; cultivates personal and academic integrity, adheres to ethical principles and follows rules and procedures; resists peer pressure to engage in unethical behavior and encourages others to behave in honest and ethical ways; develops and demonstrates ethical and moral reasoning.</td>
<td>3, 4, 5</td>
</tr>
<tr>
<td>Reliability and Dependability</td>
<td>Consistently fulfills obligations in a timely and satisfactory manner; takes responsibility for personal actions and performance.</td>
<td>1, 3, 5</td>
</tr>
<tr>
<td>Resilience and Adaptability</td>
<td>Demonstrates tolerance of stressful or changing environments or situations and adapts effectively to them; is persistent, even under difficult situations; recovers from setbacks.</td>
<td>2, 3, 4, 5</td>
</tr>
<tr>
<td>Capacity for Improvement</td>
<td>Sets goals for continuous improvement and for learning new concepts and skills;</td>
<td>2, 3, 4, 5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Skill/Attribute</th>
<th>Description</th>
<th>Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Team work</td>
<td>Works collaboratively with others to achieve shared goals; shares information and knowledge with others and provides feedback; puts team goals ahead of individual goals.</td>
<td>3, 5</td>
</tr>
<tr>
<td>Oral Communication</td>
<td>Effectively conveys information to others using spoken words and sentences; listens effectively, recognizes potential communication barriers and adjusts approach or clarifies information as needed.</td>
<td>3, 4</td>
</tr>
<tr>
<td>Written Communication</td>
<td>Effectively conveys information to others using written words and sentences.</td>
<td>1, 2</td>
</tr>
<tr>
<td>Ethical Responsibility to Self and Others</td>
<td>Behaves in an honest and ethical manner; cultivates personal and academic integrity, adheres to ethical principles and follows rules and procedures; resists peer pressure to engage in unethical behavior and encourages others to behave in honest and ethical ways; develops and demonstrates ethical and moral reasoning.</td>
<td>3, 4, 5</td>
</tr>
<tr>
<td>Reliability and Dependability</td>
<td>Consistently fulfills obligations in a timely and satisfactory manner; takes responsibility for personal actions and performance.</td>
<td>1, 3, 5</td>
</tr>
<tr>
<td>Resilience and Adaptability</td>
<td>Demonstrates tolerance of stressful or changing environments or situations and adapts effectively to them; is persistent, even under difficult situations; recovers from setbacks.</td>
<td>2, 3, 4, 5</td>
</tr>
<tr>
<td>Capacity for Improvement</td>
<td>Sets goals for continuous improvement and for learning new concepts and skills;</td>
<td>2, 3, 4, 5</td>
</tr>
</tbody>
</table>
**Critical Thinking**

| Critical Thinking | Uses logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions, or approaches to problems. | 4, 5 |

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c. Describe how the members of the Admissions Committee and the individuals who interview applicants (if different than members of the admission committee) will be prepared and trained to assess applicants’ personal attributes.

All Admissions Committee members, MMI interviewers, and staff will be provided training that covers each personal attribute sought after in an applicant, with specific cases presented, representing the range of responses. Specific illustrations will be provided, for reference by the WSU team. A rubric to evaluate the secondary application essays and letters of recommendation will be used to document the personal attributes that are identified through responses to questions. MMI training is required for all personnel in the admissions process, and the training module from McMasters includes exercises and practical modules to identify desired attributes.

Personal attributes specifically assessed during the MMI will include:

- Cultural competence
- Understanding of health disparities / social inequities
- Ethical reasoning / moral judgment
- Emotional maturity / empathy / professionalism
- Strong communication skills
- Effective help-seeking behavior
- Teamwork skills
- Intellectual curiosity & problem solving

A workshop will also be presented at all clinical affiliates as part of faculty and resident development that orients them to the personal attributes sought after in students at the ESFCOM. Faculty and residents are encouraged, along with community stakeholders, to participate as evaluators in the MMI. Those interested in serving must complete the formal training.

Following the interview process, applicant data will be summarized by the Admissions Committee members on an Applicant Evaluation Form (see Appendix 10.4.2) for presentation and discussion by the committee as a whole.

**SUPPORTING DOCUMENTATION REQUIRED FOR ELEMENT 10.4**

1. Copies of any standard form(s) used to guide applicant interviews and/or to evaluate the results.

The ESFCOM is currently developing content to guide applicant interviews and evaluate results. A draft the applicant evaluation form is included in the Appendix 10.4.2 and is expected to be updated and approved by the formal Admissions Committee in spring 2016. A copy of the AAMC GSA Core
Competencies for Entering Medical Students will also be used in training and is provided in Appendix 10.4.3.
10.5 TECHNICAL STANDARDS

A medical school develops and publishes technical standards for the admission, retention, and graduation of applicants or medical students with disabilities, in accordance with legal requirements.

10.5 NARRATIVE RESPONSE

a. Describe how and by whom the technical standards were developed and approved.

Technical standards were developed and approved by the faculty on the ad hoc Medical Student Evaluation and Promotion Committee, and will be additionally revised and approved by the Admissions Committee, before being forward to the Dean’s Cabinet for the ESFCOM.

b. Describe how the technical standards for admission, retention, and graduation will be disseminated to potential and actual applicants, enrolled medical students, faculty, and others.

ESFCOM has established technical standards for admission to and graduation from the M.D. program. ESFCOM will post the technical standards on the College’s internet website for external access and the school’s intranet for internal access so that potential and actual applicants, enrolled medical students, faculty, and others may easily access the standards at any time. If an applicant is offered a secondary application, the technical standards for admission, along with other admissions criteria, will be forwarded to each applicant. Before paying the fee associated with the secondary application, the applicant will be fully informed of the process and requirements. This transparency allows a potential applicant to base his or her decision to continue the application process on as much information as possible.

Each applicant offered admission to the college will again be provided a copy of the technical standards, along with a disclosure form which must be returned to the college prior to matriculation. The technical standards will also be disseminated to all medical students during student orientation and to faculty during the faculty orientation process.

c. Describe how medical school applicants and/or students will be expected to document that they are familiar with and capable of meeting the technical standards with or without accommodation (e.g., by formally indicating that they have received and reviewed the standards).

Applicants for selection to ESFCOM are required to formally indicate they understand and will be able to meet the program’s technical standards with or without reasonable accommodation. Medical students will formally indicate this in writing prior to matriculation, and the topic will be covered during their new student orientation. Documentation of this formal acknowledgement will be kept on file in the Office of Student Affairs.

SUPPORTING DOCUMENTATION REQUIRED FOR ELEMENT 10.5

1. The medical school’s technical standards for the admission, retention, and graduation of applicants and students.

The ESFCOM Technical Standards Policy is included in Appendix 10.5.1.
10.6 CONTENT OF INFORMATIONAL MATERIALS

A medical school’s catalog and other informational, advertising, and recruitment materials present a balanced and accurate representation of the mission and objectives of the medical education program, state the academic and other (e.g., immunization) requirements for the M.D. degree and all associated joint degree programs, provide the most recent academic calendar for each curricular option, and describe all required courses and clerkships offered by the medical education program.

10.6 NARRATIVE RESPONSE

a. Describe how recruitment materials about the medical education program will be made available (e.g., online, in the media, in hard-copy) to potential and actual applicants, career advisors, and/or the public.

Recruitment materials regarding ESFCOM will be made available to prospective applicants in three ways: ESFCOM’s web site, promotional brochures aimed at recruiting applicants, and the medical school catalog. Additionally, the criteria for selection will be discussed throughout the year by ESFCOM representatives during presentations to pre-med advisors and students.

Recruitment materials about our educational programs will be made available in mobile-friendly format online, both as html content and as downloadable pdf documents. The complete online recruitment materials will be summarized in hard-copy as brochures that list rules for complete online recruitment materials. These recruitment materials will include: statement of our mission/vision/values; a complete list of programs of study; a list of offices/departments within the college with links to their web sites; recruitment and admissions policies and procedures, including deadlines; a schematic, with calendar, of the application/admission process; link to application forms; summary of admission requirements and criteria; summary of technical standards for admission; statement regarding diversity and disadvantaged or underserved populations; tuition/fees; financial aid and scholarship availability; schematic of the curriculum; course catalog; educational resources for enrolled students; summary of support services for student health and academic achievement; summary of major research foci; frequently asked questions; link for further information/contact.

SUPPORTING DOCUMENTATION REQUIRED FOR ELEMENT 10.6

1. Samples of any draft recruitment materials related to the medical school

Not applicable. The ESFCOM will not begin the process of developing recruitment materials until after a preliminary survey visit by the LCME.

2. Draft academic bulletin or catalog. Indicate where in the bulletin/catalog, or other informational materials that will be available to the public, the following information can be accessed:

   a. Medical education program mission and objectives
   b. Requirements (academic and other) for the M.D. degree and joint degree programs
   c. Academic calendar for each curricular option
   d. Required course and clerkship descriptions

A draft Student Handbook is under development and will be completed in the summer 2016. The draft Table of Contents for the Student Handbook is provided in the Appendix 10.6.1.
10.11 STUDENT ASSIGNMENT

A medical school assumes ultimate responsibility for the selection and assignment of medical students to each location and/or parallel curriculum (i.e., track) and identifies the administrative office that fulfills this responsibility. A process exists whereby a medical student with an appropriate rationale can request an alternative assignment when circumstances allow for it.

10.11 NARRATIVE RESPONSE

a. Describe the process that will be used for medical student assignment to an instructional site or parallel curriculum in the following circumstances, as relevant. In the description, include when, how, and by whom the final decision about assignment will be made. Note the ability of students to select or rank options.

1. A geographically distributed campus that includes only the clerkship (clinical years) phase of the curriculum
2. A geographically distributed campus that includes the pre-clerkship phase of the curriculum or all years of the curriculum
3. A parallel curriculum ("track") located on the central medical school campus or at a distributed site

At the time of application to the medical education program, students will indicate their preferences in rank order, and every effort will be made to accommodate a student’s priority choice. The early development of relationships between mentors at the regional campuses and the students will foster a culture of inclusion and support once the students migrate to the clinical campuses in their third year. ESFCOM plans to use a process similar to the residency match to assign its students to the regional campuses, and will make every effort to accommodate students’ choices.

b. Describe if, in any of the circumstances above, medical students will have the opportunity to negotiate with their peers to switch assignment sites or tracks after an initial assignment has been made but before the experience has begun.

Negotiation will be available on an individualized case-by-case basis to switch assignment sites; all such negotiations will be overseen by the Associate Dean for Student Affairs, who is entrusted to ensure a smooth and equitable process. After clerkships have begun, rotation switching will be minimal. Circumstances that warrant priority assignment include, but are not limited to, family hardship, medical conditions, or clinical opportunities unavailable at all sites.

c. Describe the procedures whereby a student with a rationale can formally request an alternative assignment through a medical school administrative mechanism either before or during his or her attendance at/in the site/track. Describe the criteria that will be used to evaluate the request for the change and the individuals tasked with making the decision. Describe how medical students will be informed of the opportunity to request an alternate assignment.

Students with a rationale can formally request an alternative assignment by submitting a request to the Associate Dean for Student Affairs (if the clerkship years have not commenced), or to both the Associate Dean for Student Affairs and the Regional Dean if the student has already started clinical rotations. The request must be made in writing, and include the rationale for the requested change. The final student
handbook will publish a list of criteria upon which such a change can be made. Those include, but are not limited to:

- Family circumstances (location of spouse/partner/dependents)
- Health
- Hardship

These criteria will be published in the final version of the Student Handbook, in the section on clinical experiences (clerkships). Each request requires the professional judgment of administration, and will therefore be handled on a case-by-case basis. The determination of the Associate Dean for Student Affairs may be appealed to the Dean. The decision of the Dean is final.

In no case will a decision be made that would place the educational experience of the student in jeopardy. In addition to publication in the Student Handbook, the information will be presented to students at annual orientations, and again as students prepare for transition to the clinical campuses at the end of their second year of study.