

NATIONAL BOARD OF MEDICAL EXAMINERS®

Performance of Examinees Taking USMLE® Step 2 Clinical Skills (CS) for the First Time Between July 1, 2016 and June 30, 2017

Medical School: JOAN C EDWARDS SCH MED AT MARSHALL UNIV
School ID Number: 049-010

	PERFORMANCE ON FIRST ATTEMPT		PERFORMANCE ON MOST RECENT REPEAT ATTEMPT	
	Examinees from Your Medical School	Examinees from U.S. & Canadian Medical Schools	Examinees from Your Medical School	Examinees from U.S. & Canadian Medical Schools
Number Tested	71	20330	2	572
Number Passing (Percent*)				
Total Test	69 (97)	19563 (96)	2	546
Subcomponents				
Integrated Clinical Encounter (ICE)	69 (97)	19806 (97)	2	547
Communication & Interpersonal Skills (CIS)	71 (100)	20058 (99)	2	570
Spoken English Proficiency (SEP)	71 (100)	20328 (100)	2	572

* Percent passing values are provided for data related to first attempt at Step 2 CS. Values are rounded to the nearest whole number.

This report provides information on examinees from your school and from all U.S. & Canadian medical schools who attempted Step 2 CS for the first time in the 2016-2017 academic year and whose results were reported through September 27, 2017. In order to pass Step 2 CS, it is necessary to pass all three subcomponents—Integrated Clinical Encounter (ICE), Communication & Interpersonal Skills (CIS), and Spoken English Proficiency (SEP).

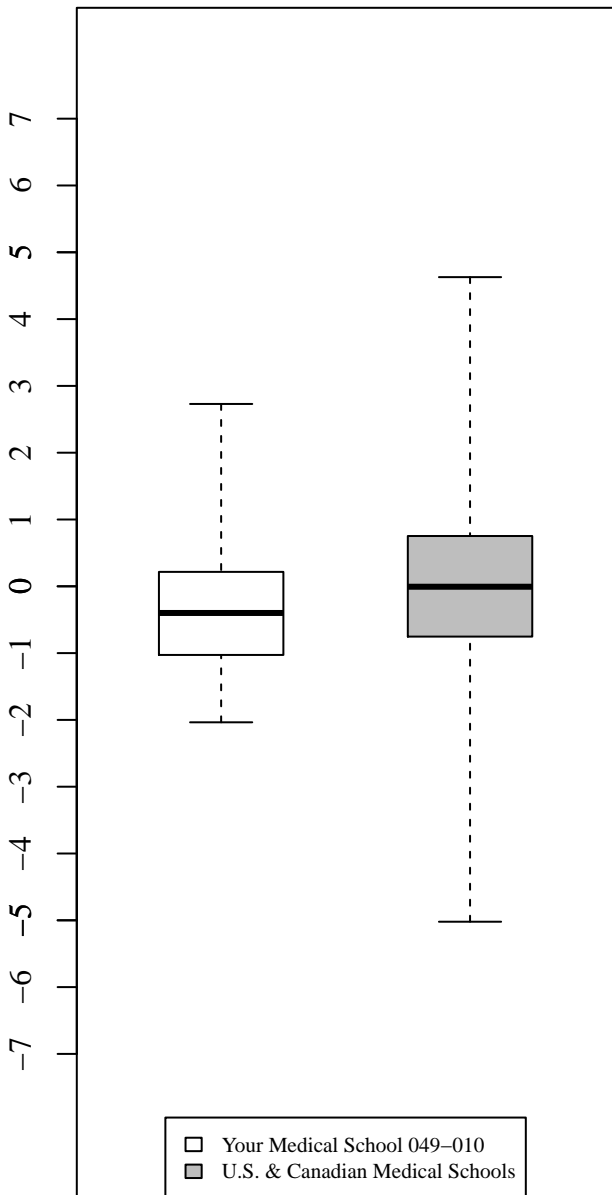
For those first-time examinees who failed and then attempted Step 2 CS again during this same period, the number tested and the number passing on the most recent attempt are included in the counts above. Examinees who asked that their individual results be withheld from their school are excluded from the school data for this report unless the number of examinees making this request within a school was five or more, in which case they are included.

This report also includes boxplots describing the performance of first-takers from your school for CIS and ICE as well as additional information about the performance of students from your school on the ICE subcomponent. Graphs related to the SEP subcomponent are not provided because there is little variability on the scale among U.S. & Canadian first-takers. Please note that boxplots are provided only if at least 20 students from your school were first-takers on Step 2 CS during the reporting period.

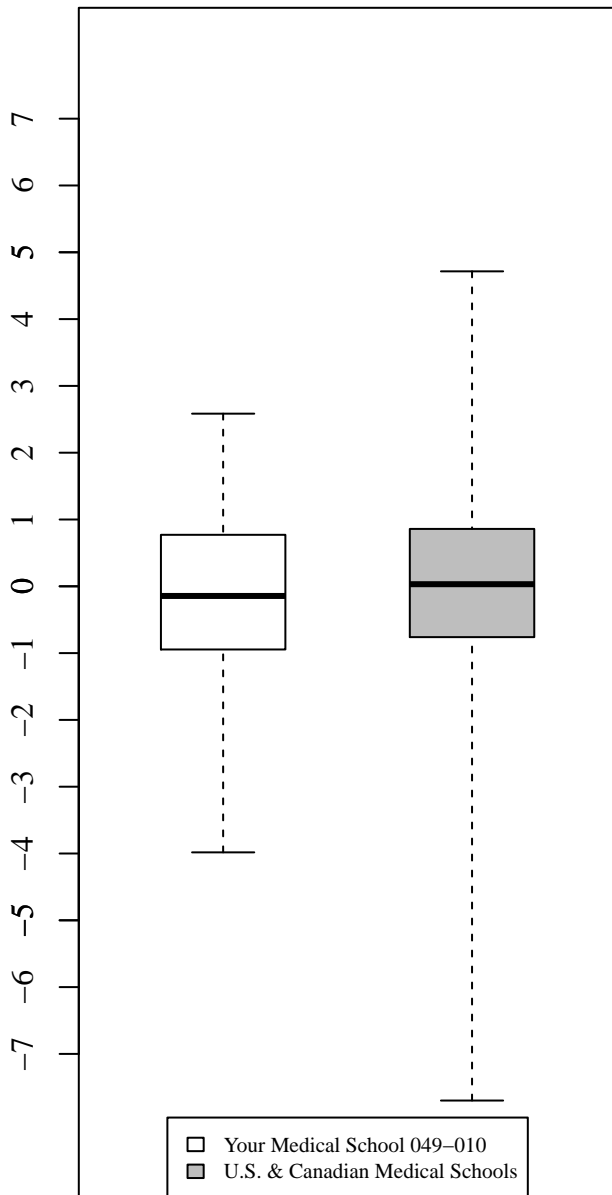
The boxplots illustrate your school's areas of relative strength or weakness. Within each plot, the white boxes represent your school's scores, and the gray boxes represent scores of all U.S. & Canadian first-takers. The scores have been standardized so that a value of zero (0) on the vertical axis represents the average score of U.S. & Canadian first-takers, and each point above or below zero represents one standard deviation from the average performance. Each box represents the middle 50% of the distribution (or the 25th to 75th percentiles). The black horizontal line in each box represents the group's median score (the 50th percentile), which separates the higher half of scores from the lower half. If the score distribution skews toward higher scores, the black line that represents the median score will appear closer to the top of the box than to the center. If scores are distributed equally around the median, the black line will appear near the center of the box. The dotted lines extend to the highest and lowest scores.

By comparing the locations of the boxes and median lines, you may be able to determine areas in which the performance of your students was strong or weak compared to all U.S. & Canadian first-takers.

Comm. & Interpersonal Skills (CIS)



Integrated Clinical Encounter (ICE)



Elements of the Integrated Clinical Encounter (ICE)

