The Admissions Process

Lori Servin, Administrative Manager, UME Admissions
Carolyn Zook, Program Manager, UME Advising, Colleges, and Outreach
Programs Offered

- MD
- MD/PhD
- MD/MPH
Admissions Process
Applicant Pool

AMCAS Application
5,755 applications

Secondary Application
3,300 applications

Mission-Based Groups
2,200

Interviews
500-525

Admission Offers
~225

Matriculating Class
~139
Mission-Based Groups

• **Oregon Residents**

• **Oregon Heritage** - Defined as meeting one of the following criteria:
  – A student with one or both parents residing in Oregon at the time of application.
  – A student who graduated from high school in Oregon with at least two years of attendance at a high school in Oregon.
  – A student who graduated from an Oregon institution of higher education with a bachelor’s or advanced degree with at least two years of attendance at an institution of higher education in Oregon.

• **WICHE-Certified** residents of Montana and Wyoming

• Applicants applying to the **M.D./Ph.D. Combined Degree Program**

• Applicants applying to the **M.D./M.P.H. Combined Degree Program**

• **Non-resident applicants with superior achievements** in academics and other related experiences

• Those identified as **Diversity applicants** through a holistic review of their application
2013 Admissions Cycle – By The Numbers

# Applications: 5,225
   In-State: 461
   Out-of-State: 4,764
   Females: 2,389
   Males: 2,833
   Declined to Respond: 3

# Interviewed: 506
   In-State: 260
   Out-of-State: 246
2013 Entering Class Profile

Class Size: 132
Total GPA: 3.66
Science GPA: 3.61
MCAT: 32
Age: 26
51% Females
85% Oregonians
30% Reapplicants
11% Advanced Degrees
81 Undergraduate Institutions Represented
The Screening Process – Criteria Considered

- Science GPA
- Non-science GPA
- MCAT (most recent)
- Letters of Recommendation
- Professional Preparation
The Interview Process

Multiple Mini Interview (MMI) System

- Additional tool for our current process that enhances medical student selection
- 7 scenarios (one rater per scenario), each lasting 8 minutes
- A 22 minute one-on-one interview with an Admissions Committee representative
The Interview Process – Criteria Considered

- Motivation for Medicine
- Communication
- Emotional Maturity
- Life Enriching Experiences
Motivation for Medicine:
- Demonstrated commitment to medicine
- Tested motivation through health care experiences
- Breadth and depth of experiences
- Understanding of health care issues
- Clear ownership of decision
The Interview Process – Criteria Considered

Communication:

- Ability to converse readily and articulately in interview
- Ability to converse in comfortable and informed manner
- Easy conversationalist with well thought-out answers
- Communicate compassion, sensitivity, empathy and tolerance for others
The Interview Process – Criteria Considered

Emotional Maturity:
- Demonstrate emotional maturity, flexibility, and integrity
- Demonstrate readiness for medical school
- Exhibit professionalism
- Sensitivity to diversity
- Response to adversity
Life Enriching Experiences:
- Significant accomplishments outside of academics
- Well-rounded background and life experiences
- Demonstrate leadership and service to community
- Research experience
- Employment, athletics, music, etc.
Advice

• Test your motivation for medicine
• Take ownership of your desire to become a physician
• Find your path to medical school
• Make sure you are ready for the commitment
• Make informed decisions
• Maintain a balance
Colleges: Learning together, from one another
More intimate framework for:

- Advising
- Delivering “Student Affairs” curricula
- Meeting requirements for the Liaison Committee on Medical Education (LCME)
Current Standardized Curriculum - Pillars

OHSU Colleges

- Service Learning
- Wellness
- Academic Advising
- Career Advising
- Peer to peer advising
- College Spirit
Future Vision and Collaborative Life Sciences Building

- Colleges are the framework for individualized academic advancement
Principles of New Curriculum

• Learner-centered
• Differing knowledge and experiences of learners
• Competency-based
• Fully integrated basic and clinical sciences
• Core knowledge, skills and attitudes, complimented by opportunities for individualization
• Active learning methodologies
• Critical thinking, inquiry and lifelong learning
Where to find more information

www.ohsu.edu/newcurriculum
EdNews blog: www.ohsu.edu/som