

NATIONAL BOARD OF MEDICAL EXAMINERS®

Performance of Examinees Taking USMLE® Step 2 Clinical Skills (CS) for the First Time July 2010 to June 2011

Medical School: U CONNECTICUT SCHOOL OF MEDICINE
School ID Number: 007-010

	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	85	17919	0	274
Number Passing (Percent*)				
Total Test	85 (100)	17535 (98)	---	264
Integrated Clinical Encounter	85 (100)	17647 (98)	---	266
Communication & Interpersonal Skills	85 (100)	17784 (99)	---	272
Spoken English Proficiency	85 (100)	17910 (100)	---	273

* 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 the number of examinees, from your school and from all U.S. and Canadian medical schools, who attempted Step 2 CS for the first time in the 2010-2011 academic year and whose results were reported through September 7, 2011. This report also provides information on the number and percent of examinees, from these same groups, who passed Step 2 CS. Please note that in order to pass the Step 2 CS Total Test, it is necessary to pass all three of the subcomponents: Integrated Clinical Encounter, Communication and Interpersonal Skills, and Spoken English Proficiency. Information on passing examinees is provided for Step 2 CS Total Test and for each of these subcomponents.

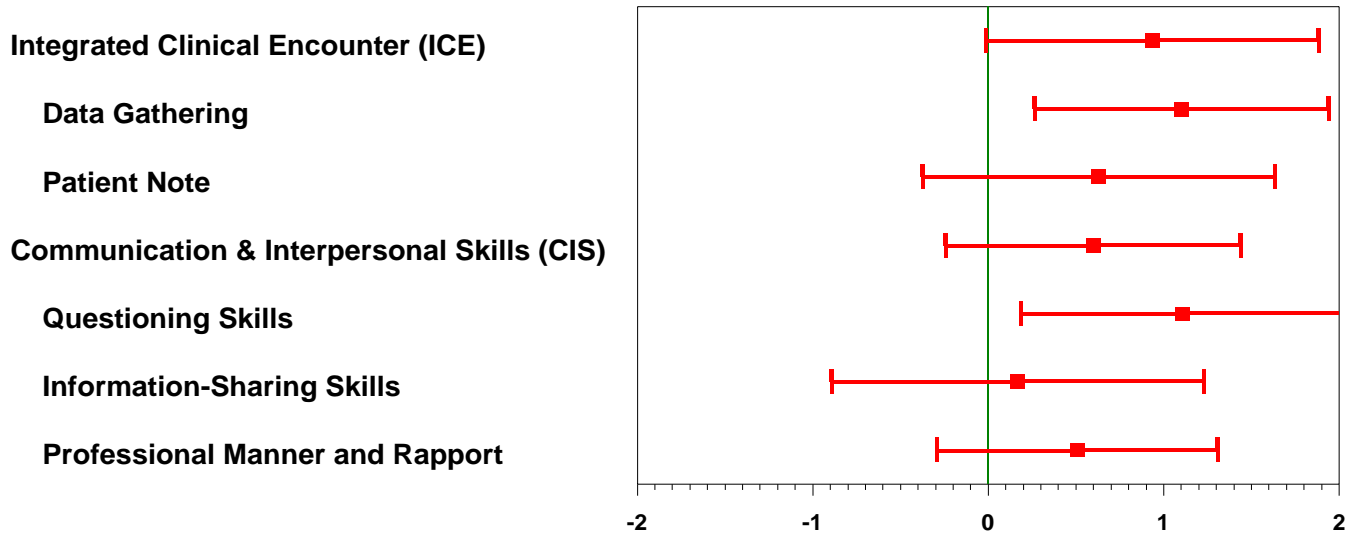
For those first-time examinees who failed and then subsequently repeated Step 2 CS during this same period, the number tested and the number passing, on the most recent repeat attempt, are included. Examinees who asked that their individual results not be provided to their school are excluded from the school data for this report, unless the number of examinees making this request was five or greater.

Accompanying this table is a graph that provides information regarding the performance of first-time examinees from your school for the three subcomponents of Step 2 CS. Please note that the graph is only provided if at least 20 first-time examinees from your school took Step 2 CS in the academic year 2010-2011.

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Medical School: 007-010 U Connecticut School of Medicine



The above graph provides information regarding the score distribution of first takers from your medical school relative to the distribution for all U.S./Canadian first takers on the ICE and CIS subcomponents of Step 2 CS. The Spoken English Proficiency (SEP) subcomponent is not included because performance of U.S./Canadian students is uniformly high on that subcomponent and feedback will not be particularly meaningful. Note that the ICE subcomponent has been further broken down in order to provide feedback on Data Gathering and on Patient Note performance. For the CIS subcomponent, additional information is provided for Questioning Skills, Information-Sharing Skills, and Professional Manner and Rapport. All scores are scaled in standard score units based on the performance of U.S./Canadian first takers: the mean and standard deviation (SD) for this group are 0 and 1, respectively, for each subcomponent. To facilitate interpretation, the reliability of each subcomponent has been used in adjusting the standard scores. The mean performance of U.S./Canadian first takers is represented by the vertical solid green line at 0.0. Roughly 68% of U.S./Canadian first takers scored within one SD of the mean, between -1.0 and 1.0. The distribution of performance for first takers from your school is represented by the red boxes and horizontal lines. The red box depicts the mean performance for first takers from your school. The distance from the red box to one end of the red line indicates one SD for your school. The interval spanned by each red line represents your school mean plus/minus one SD.

By comparing the locations of the red boxes, you can determine the subcomponents on which the performance of your students was relatively strong or weak. However, caution should be used in interpreting differences between the means of the subcomponents, especially when the differences are smaller than a few tenths of an SD.