Supplemental Digital Appendix 1

Search Strategy for a Scoping Review of the Literature on the Factors Leading to Successful Performance on U.S. National Licensure Exams for Medical Students

PubMed

USMLE[tw] OR COMLEX[tw] OR "COMLEX-USA Level 2-PE"[tw] OR "COMLEX-USA Level 2-CE"[tw] OR "COMLEX-USA Level 1"[tw] OR "USMLE Step 1"[Text Word] OR "USMLE Step 2"[Text Word]

Scopus

(TITLE-ABS-KEY (usmle OR comlex) OR TITLE-ABS-KEY ("COMLEX-USA Level 2-PE" OR "COMLEX-USA Level 2-CE") OR TITLE-ABS-KEY ("USMLE Step 1" OR "USMLE Step 2") OR TITLE-ABS-KEY ("COMLEX-USA Level 1"))

Supplemental Digital Appendix 2

Major Categories of Predictive Variables in Studies Included in a Scoping Review of the Literature on the Factors Leading to Successful Performance on U.S. National Licensure Exams for Medical Students

Category	Variables	Category	Variables
MCAT (Medical College Admission Test)	MCAT total MCAT subscores Extra-time on MCAT Number of MCAT attempts	Med school	School School acceptance rate Total enrollment School research funding School type (private vs public) Curriculum type Faculty to student ratio Peer assessment Primary care graduates School region in the U.S. School country School language of instruction School accreditation status
College GPA (Graduate Point Average)	Undergraduate GPA overall Undergraduate non-science GPA Undergraduate science GPA	NBME (National Board of Medical Examiners)	Comprehensive Basic Science Examination Comprehensive Basic Science Self-Assessment Comprehensive Clinical Science Self-Assessment NBME subject exams NBME customize assessment services
Demographics	Age Class year Sex or gender Race or underrepresented in medicine English as second language In-state resident Non-U.S. citizen	NBOME (National Board of Osteopathic Medical Examiners)	Comprehensive Osteopathic Medical Achievement Tests Comprehensive Osteopathic Medical Self-Assessment Examination

	Parent occupation Parental education Parental income Premedical debt Rural status Socioeconomic disadvantage		
Pre-medical experience and admissions	Undergraduate college selectivity Undergraduate major College science course amount Admissions interview score Secondary application score Premedical clinical experience Score on the Scholastic Aptitude Test (SAT) Athletic experience Highest degree earned	Other	Expectation of academic difficulty Student attributions for exam performance Learning and study strategies Reading skills Leadership/decisiveness Extracurricular activities Physical health Hours of sleep Learning environment measures Stress, depression, anxiety measures Quality of life measures Time per item on Step 2 CK
Curricular assessments	Course grades Clerkship grades Medical school GPAs Curricular assessment subscores Clinical skills assessments	COMLEX 1	COMLEX 1 total
		Step 1	Step 1 total

Supplemental Digital Appendix 3

Variables Analyzed for Predictive Associations with National Licensure Exam Performance and Reported Significance in Any Analysis and in Adjusted Analyses, From a Scoping Review of the Literature on the Factors Leading to Successful Performance on U.S. National Licensure Exams for Medical Students

	Step 1 (n=114)					Step 2 (n=76)				
	All[a]	Unadj[b]	Adj[b]	Unadj sig[c]	Adj sig[c]	All[a]	Unadj[b]	Adj[b]	Unadj sig[c]	Adj sig[c]
	n (%)	n (%)	n (%)	n (%)	n (%)	n (%)	n (%)	n (%)	n (%)	n (%)
MCAT	65 (57)	46 (71)	46 (71)	45 (98)	40 (87)	36 (47)	23 (64)	30 (83)	23 (100)	23 (77)
College GPA	40 (35)	27 (68)	29 (73)	23 (85)	18 (62)	23 (30)	13 (57)	23 (100)	12 (92)	14 (61)
Demographics	33 (29)	21 (64)	23 (70)	19 (90)	17 (74)	29 (38)	16 (55)	24 (83)	15 (94)	20 (83)
Premed	27 (24)	18 (67)	21 (78)	8 (44)	8 (38)	17 (22)	13 (76)	14 (82)	7 (54)	6 (43)
Curricular	36 (32)	30 (83)	17 (47)	28 (93)	16 (94)	22 (29)	18 (82)	10 (45)	17 (94)	8 (80)
Med school	11 (10)	8 (73)	6 (55)	8 (100)	3 (50)	9 (12)	9 (100)	5 (56)	8 (89)	4 (80)
NBME	19 (17)	16 (84)	8 (42)	15 (94)	7 (88)	15 (20)	14 (93)	7 (47)	14 (100)	6 (86)
Other	11 (10)	9 (82)	4 (36)	8 (89)	4 (100)	4 (5)	3 (75)	2 (50)	2 (67)	2 (100)
Step 1	n/a	n/a	n/a	n/a	n/a	25 (33)	18 (74)	17 (65)	18 (100)	16 (94)

	COMLEX 1 (n=20)					COMLEX 2 (n=16)				
	All[a]	Unadj[b]	Adj[b]	Unadj sig[c]	Adj sig[c]	All[a]	Unadj[b]	Adj[b]	Unadj sig[c]	Adj sig[c]
	n (%)	n (%)	n (%)	n (%)	n (%)	n (%)	n (%)	n (%)	n (%)	n (%)
MCAT	11 (55)	9 (82)	6 (55)	8 (89)	6 (100)	8 (50)	8 (100)	3 (38)	8 (100)	3 (100)
College GPA	6 (30)	6 (100)	3 (50)	2 (33)	2 (67)	5 (31)	5 (100)	3 (60)	4 (80)	2 (67)
Demographics	3 (15)	3 (100)	1 (33)	3 (100)	1 (100)	3 (19)	3 (100)	2 (67)	1 (33)	1 (50)
Premed	6 (30)	5 (83)	3 (50)	1 (20)	0 (0)	3 (19)	3 (100)	1 (33)	0 (0)	0 (0)
Curricular	13 (65)	11 (85)	5 (38)	11 (100)	4 (80)	9 (56)	9 (100)	1 (11)	9 (100)	1 (100)
Med school	0 (0)	n/a	n/a	n/a	n/a	1 (6)	1 (100)	0 (0)	1 (100)	n/a
NBME	1 (5)	0 (0)	1 (100)	n/a	1 (100)	0 (0)	n/a	n/a	n/a	n/a
NBOME	1 (5)	1 (100)	0 (0)	1 (100)	n/a	2 (13)	2 (100)	1 (50)	2 (100)	1 (100)

Other	1 (5)	1 (100)	0 (0)	0 (0)	n/a	0 (0)	n/a	n/a	n/a	n/a
COMLEX 1	n/a	n/a	n/a	n/a	n/a	4 (25)	4 (100)	0 (0)	4 (100)	n/a

Notes:

[a] Percentages use the total number of predictive studies for that exam as the denominator

[b] Percentages use total number of studies including that variable category as the denominator

[c] Percentages use total number of studies reporting the given analysis for that variable category as the denominator

COMLEX = Comprehensive Osteopathic Medical Licensing Examination

GPA = Grade point average

MCAT = Medical College Admission Test

NBME = National Board of Medical Examiners

NBOME = National Board of Osteopathic Medical Examiners

USMLE = United States Medical Licensing Examination

Supplemental Digital Appendix 4

Specific References Reporting Each Variable and its Association with Step 1 Scores, For Predictive Studies Included in a Scoping Review of the Literature on the Factors Leading to Successful Performance on U.S. National Licensure Exams for Medical Students

	Step 1
MCAT	4,5,15,16,19,22,26,29,31,32,37,38,44,48,49,63,65.71,79,80,84,85,86,88,92,98,99,102,103,107,109,111,116,118,123,126,130,131,132,134,136,137,142,151,162,165,167,173,178,180,185,187,188,191,198,203,205,210,211,216,218,220,224,228,231
College GPA	5,8,16,19,22,26,29,31,37,48,54,65,85,86,88,92,98,107,118,123,126,130,131,136,142,151,162,167,178,187,188,189,198,205,210,216,218,220,224,228
Demographics	22,29,32,33,35,37,38,48,66,71,83,88,92,97,102,103,105,107,115,123,131,132,142,151,167,178,187,188,191,205,206,207,210
Premed	8,10,22,29,48,63,84,88,92,106,107,114,116,118,131,134,151,164,167,187,188,192,194,195,196,198,224
Curricular	15,17,25,27,31,44,60,65,76,81,92,98,99,102,111,117,124,125,126,134,140,141,142,151,165,167,180,187,189,191,199,203,220,223,228,229
Med school	29,85,102,103,136,137,173,206,207,208,209
NBME	18,26,38,60,73,81,91,97,98,110,117,126,142,154,181,189,203,214,220
Other	79,101,125,126,127,128,150,204,217,218,220

Note: Reference numbers are according to complete index of 233 full texts included in Supplemental Digital Appendix 8 available at [PUBLISHER INSERT URL].

Supplemental Digital Appendix 5

Specific References Reporting Each Variable and its Association with Step 2 Scores, For Predictive Studies Included in a Scoping Review of the Literature on the Factors Leading to Successful Performance on U.S. National Licensure Exams for Medical Students

	Step 2
MCAT	7,15,19,22,29,32,37,38,49,60,64,80,84,85,86,88,92,98,102,102,107,109,111,118,123,130,131,134,163,177,178,180,185,188,190,210
College GPA	8,19,22,29,37,560,64,85,86,88,92,103,107,118,123,130,131,134,163,177,178,188,210
Demographics	7,22,28,29,32,33,35,37,38,47,66,83,88,92,97,103,105,107,115,123,131,134,163,178,188,190,206,207,210
Premed	8,10,22,29,83,88,92,107,114,118,131,164,177,188,194,195,196
Curricular	15,36,37,42,60,61,62,64,76,92,98,102,111,134,141,153,159,160,163,180,190,229
Med school	7,29,85,102,103,206,207,208,209
NBME	37,38,60,62,82,97,153,155,156,159,161,163,176,181,229
Other	23,47,150,174
Step 1	7,8,15,28,37,38,47,64,82,85,92,97,98,102,153,156,160,161,163,175,176,178,180,190,194

Note: Reference numbers are according to complete index of 233 full texts included in Supplemental Digital Appendix 8 available at [PUBLISHER INSERT URL].

Supplemental Digital Appendix 6

Specific References Reporting Each Variable and its Association with COMLEX 1 and 2 Scores, For Predictive Studies Included in a Scoping Review of the Literature on the Factors Leading to Successful Performance on U.S. National Licensure Exams for Medical Students

	COMLEX 1	COMLEX 2
MCAT	2,3.11,40,51,58,59,70,179,227,232	2,3,58,59,68,70,179,227
College GPA	2,11,58,59,70,227	2,58,59,70,227
Demographics	57,58,227	57,58,227
Premed	2,51,58,59,133,227	2,58,227
Curricular	3,11,12,40,51,58,59,89,100,143,179,186,232	3,41,58,59,68,69,90,100,179
Med school		69
NBME	51	
NBOME	215	112,144
Other	147	
COMLEX 1	n/a	3,68,69,152

Note: Reference numbers are according to complete index of 233 full texts included in Supplemental Digital Appendix 8 available at [PUBLISHER INSERT URL].

Supplemental Digital Appendix 7

Summary of 76 Program Evaluation Studies Included in a Scoping Review of the Literature on the Factors Leading to Successful Performance on U.S. National Licensure Exams for Medical Students

Citation (author, year)	Exam(s)	Cohorts, schools	Subtype	Summary
Cope 2007[41]	C2	1,1	AV	Clinical rotation subscores had low correlation with C2 scores
Bibler Zaidi 2016[17]	S1	1,1	AV	Scores on higher and lower test items on Bloom's taxonomy correlated to S1 scores
Brondfield 2019[27]	S1	1,1	AV	Concept-mapping grades did not correlate with S1 scores
Johnson 2014[117]	S1	2,1	AV	Pre-clerkship progress tests correlated with S1 scores
Barry 2019[15]	S1, S2	3,1	AV	Leader performance assessment did not correlate with S1 or S2 scores
Ferguson 2019[76]	S1, S2	1,1	AV	Mechanistic case diagram scores correlated with S1 and S2 scores
Lee 2016[141]	S1, S2	2,1	AV	PBL assessment scores correlated with S1 and S2 scores
Corcoran 2009[42]	S2	2,1	AV	Reports S2 correlations with different grading policies in surgery clerkship
Laatsch 2009[138]	S1, S2	NR,1	Case	Case series, 5 of 6 individuals referred to rehabilitation psychology after failing S1 or S2 were able to pass
Boscardin 2020[25]	S1	2,1	Change	S1 scores higher for new curriculum using open-ended questions compared to previous with MCQs
Jurich 2019[120]	S1	6,4	Change	S1 scores higher after changing S1 timing to after core clerkships
Karpa 2013[122]	S1	1,1	Change	S1 scores higher for greater participation in revised pharmacology curriculum
Lieberman 2010[145]	S1	6,1	Change	S1 scores higher in new integrated vs traditional curriculum
Thompson 2013[202]	S1	2,1	Change	S1 scores similar after introducing integrated pathology exam vs discipline-specific exams
Torre 2020[203]	S1	6,1	Change	S1 scores higher after changing S1 timing to after core clerkships
Wilkerson 2007[225]	S1	4,1	Change	S1 scores higher for those with lowest quartile MCAT in new interdisciplinary curriculum vs older
Yoshida 2013[228]	S1	7,1	Change	S1 scores improved during period of curricular changes
Abdel-Misih 2018[1]	S1, S2	4,1	Change	S1 and S2 scores similar after revision of 4-year curriculum
Blake 2000[20]	S1, S2	6,1	Change	S1 and S2 scores similar in new PBL vs traditional curriculum
Heiman 2018[104]	S1, S2	4,1	Change	S1 and S2 scores similar in new competency-based curriculum vs traditional curriculum
Hoffman 2006[108]	S1, S2	13,1	Change	S1 and S2 scores higher in new PBL vs traditional curriculum
Lundy 2017[149]	S1, S2	9,1	Change	S1 and S2 scores varied during period of curriculum change

Brownfield 2008[28]	S2	6,1	Change	S2 scores higher after small groups added to clerkship compared to before
Moscatello 2017[157]	C1	10,1	Comp	No significant difference in C1 scores between 2 curricular pathways
Forester 2002[78]	C1, C2	3,1	Comp	Military scholarship students had similar C1 and C2 scores to others at the same school
Raymond 2014[171]	C1, C2	3,1	Comp	Students in 3-year primary care track had similar C1 and C2 scores to national average
Baldwin 2002[13]	S1	10,1	Comp	Students in PBL at regional campus scored higher than the national S1 mean
Kamei 2012[121]	S1	2,1	Comp	First 2 cohorts in new school scored higher than the national S1 mean
Liu 2019[148]	S1	2,1	Comp	POCUS curriculum participants had similar S1 scores to comparison group at their school
Way 1999[216]	S1	4,1	Comp	No difference in S1 scores across 3 curricular pathways
Arvidson 2015[9]	S1, S2	13,1	Comp	S1 and S2 scores lower among those who chose to extend preclinical curriculum to beyond 2 years
Crawford 2008[46]	S1, S2	3,1	Comp	Before, during, and after Hurricane Katrina reporting similar S1, slight worsening S2 scores
Distlehorst 1998[55]	S1, S2	3,1	Comp	No difference between S1 and S2 scores between PBL and standard curriculum tracks
Distlehorst 2005[56]	S1, S2	9,1	Comp	No difference between S1 and S2 scores between PBL and standard curriculum tracks
Enarson 2001[66]	S1, S2	7,1	Comp	No difference between S1 and S2 scores between PBL and standard curriculum tracks
Fenderson 1999[75]	S1, S2	5,1	Comp	S1 and S2 scores higher for pathology honors program participants
Fredieu 2015[80]	S1, S2	9,1	Comp	MD/MS in applied anatomy participants had higher S1, not S2 scores
Green 2016[94]	S1, S2	13,1	Comp	S1 and S2 scores similar for accelerated BA/MD vs traditional program
Kies 2005[129]	S1, S2	3,1	Comp	Students with performance deficiencies completing year 1 curriculum over 2 years were more likely to pass S1 (not S2) on first attempt than those who failed year1 then repeated it
Schauer 2006[182]	S1, S2	6,1	Comp	S1 and S2 scores similar in rural medical education program
Wong 2007[226]	S1, S2	5,1	Comp	S1 and S2 scores higher for students who taught in a peer-teaching program
Crump 2013[46]	S2	10,1	Comp	S2 scores similar at rural track and home campus
Dyrbye 2007[62]	S2	8,1	Comp	S2 scores not associated with taking year off for research
Latessa 2015[139]	S2	4,1	Comp	S2 scores higher for longitudinal integrated clerkship vs traditional clerkships
Poncelet 2011[170]	S2	2,1	Comp	S2 scores similar for longitudinal integrated clerkship vs traditional clerkships
Smucny 2005[193]	S2	11,1	Comp	S2 scores higher for rural program participants
Zink 2010[233]	S2	6,1	Comp	S2 scores similar in rural clerkship participants
Sadik 2017[179]	C1, C2	5,1	Pipe	GPA from post-bac MHS program correlated with C1 and C2 scores
DeCarvalho 2018[52]	S1	7,1	Pipe	Students admitted through conditional admission program for URIM had similar S1 to others at their school

Edelin 2001[63]	S1	8,1	Pipe	Study of predictors for passing S1 among those in a conditional admission program for URIM students
Muller 2010[158]	S1	6,1	Pipe	Students admitted through conditional admission program for humanities had lower S1 scores than others at their school
Tucker 2008[205]	S1	1,1	Pipe	Study of predictors of S1 scores using measures from a 7-day pre-matriculation gross anatomy course for non-traditional students
Campbell 2018[35]	S1, S2	NR,1	Pipe	Students admitted through conditional admission program for URIM had lower S1, similar S2 scores to others at their school
Epps 2015[67]	S1, S2	11,1	Pipe	Students admitted through conditional admission program for URIM had lower S1 and S2 pass rates to others at their school
Girotti 2015[88]	S1, S2	11,1	Pipe	Study of variables associated with S1 and S2 for students admitted through conditional admission program for URIM
Wheat 2007[221]	S1, S2	5,1	Pipe	Students admitted through conditional admission program for rural students had lower S1 and S2 pass rates than others at their school
Glaser 2020[90]	C2	1,1	Process	Family medicine clerkship process measures not correlated with C2 scores
Kauffman 2019[124]	S1	1,1	Process	Formative assessments but not a variety of other activities in 6-week GI/Renal pathophysiology module correlated with S1
Griffith 2009[95]	S2	1,17	Process	In internal medicine clerkship, more patients cared for and 4-week vs 2-week attending rotations associated with improvement from S1 to S2
Kumar 2003[137]	S1	1,88	Struct	Pathology curriculum type (integrated vs non-integrated) not associated with S1 scores
Kumar 2004[136]	S1	6,73	Struct	Pathology curriculum type (integrated vs non-integrated) and requirement to take S1 associated with S1 scores
Le 2019[140]	S1	1,1	Struct	Clerkship time before S1 linked to S1 score
McDuff 2014[151]	S1	3,1	Struct	Pass/fail vs tiered pre-clinical grading not associated with S1 scores
Ripkey 1998[173]	S1	4,118	Struct	Requirement to pass S1 but not curriculum type associated with S1 scores
Bloodgood 2009[21]	S1, S2	2,1	Struct	Pass/fail vs tiered pre-clinical grading not associated with S1 or S2 scores
Cuddy 2013[49]	S1, S2	1,54	Struct	Most anatomy course characteristics not associated with S1 or S2 scores
Hecker 2008[103]	S1, S2	11,116	Struct	Curriculum and educational policies had small contributions to variation in S1 and S2 scores
Hecker 2009[102]	S1, S2	11,116	Struct	Curriculum type had small contributions to variation in S1 and S2 scores
Kim 2018[130]	S1, S2	1,96	Struct	Pass/fail vs tiered pre-clinical grading not associated with S1 or S2 scores
White 2010[222]	S1, S2	2,1	Struct	Pass/fail vs tiered pre-clinical grading not associated with S1 or S2 scores
Case 1997[34]	S2	1,45	Struct	No significant relationship between psychiatry clerkship timing or length and S2 scores
Dong 2018[60]	S2	4,1	Struct	Internal medicine after surgery clerkship compared to before had higher S2 pass rate

Gao 2019[82]	S2	3,1	Struct	No differences in S2 scores between 4 different clerkship sequences
Lind 1999[146]	S2	4,1	Struct	No differences in S2 scores in 8- vs 6-week surgery clerkship
Ripkey 1997[175]	S2	1,57	Struct	S2 higher if surgery clerkship earlier or longer
Fenderson 1997[74]	S1, S2	4,1	Teach	Pathology faculty teaching evaluations not related to S1 or S2 scores

Note: Superscript numbers indicate references according to complete index of 233 full texts included in Supplemental Digital Appendix 8 available at [PUBLISHER INSERT URL].
AV = Assessment validation
Case = Case series
Change = Curriculum change
Comp = compared scores for participants in a curricular track or other program to a reference standard
C1 = Comprehensive Osteopathic Medical Licensing Examination Level 1
C2 = Comprehensive Osteopathic Medical Licensing Examination Level 1 Cognitive Evaluation
GPA = Grade point average
MCQs = Multiple choice questions
MHS = Masters of health sciences
NR = Not reported
Pipe = conditional admission pipeline or post-baccalaureate programs
Process = studies of course activities
POCUS = Point of care ultrasound
S1 = United States Medical Licensing Examination Step 1
S2 = United States Medical Licensing Examination Step 2 CK
Struct = Curriculum structures or policies
Teach = teaching evaluation and NLEs
URiM = Under-represented in medicine

Supplemental Digital Appendix 8. Index of All 233 Studies Included in a Scoping Review of the Literature on the Factors Leading to Successful Performance on U.S. NLEs for Medical Students

Ref ID	Authors	Title	Journal	Vol	Iss	Pages	Year	S1	S2	C1	C2	Prep	Pred	Prog
1	Abdel-Misih S.; Verbeck N.; Walker C.; Musindi W.; Strafford K.; Meyers L.; Tartaglia K.; Harzman A.	Early experience with a combined surgical and obstetrics/gynecology clerkship: We do getÂ along.	American journal of surgery	216	5	1016-1021	2018	1	1	0	0	0	0	1
2	Agahi F.; Speicher MR.; Cisek G.	Association Between Undergraduate Performance Predictors and Academic and Clinical Performance of Osteopathic Medical Students.	The Journal of the American Osteopathic Association	118	2	106-114	2018	0	0	1	1	0	1	0
3	Agostini DE.; Stano AS.; Parente DH.	Student performance on the Comprehensive Osteopathic Medical Licensing Examination-USA level 2 following a clinical evaluation, feedback, and intervention program.	The Journal of the American Osteopathic Association	102	9	477-80	2002	0	0	1	1	0	1	0
4	Albanese MA.; Farrell P.; Dottl S.	Statistical criteria for setting thresholds in medical school admissions.	Advances in health sciences education	10	2	89-103	2005	1	0	0	0	0	1	0
5	Albanese MA.; Farrell P.; Dottl SL.	A comparison of statistical criteria for setting optimally discriminating MCAT and GPA thresholds in medical school admissions.	Teaching and learning in medicine	17	2	149-58	2005	1	0	0	0	0	1	0
6	Alcamo AM.; Davids AR.; Way DP.; Lynn DJ.; Vandre DD.	The impact of a peer-designed and -led USMLE Step 1 review course: improvement in preparation and scores.	Academic Medicine	85	10 Suppl	S45-8	2010	1	0	0	0	1	0	0
7	Andriole DA, Jeffe DB.	A national cohort study of US medical school students who initially failed Step 1 of the United States Medical Licensing Examination	Academic Medicine	87	4	529–536	2012	0	1	0	0	0	1	0
8	Artino AR.; Gilliland WR.; Waechter DM.; Cruess D.; Calloway M.; Durning SJ.	Does self-reported clinical experience predict performance in medical school and internship?	Medical education	46	2	172-8	2012	1	1	0	0	0	1	0
9	Arvidson CG.; Green WD.; Allen R.; Reznich C.; Mavis B.; Osuch JR.; Lipscomb W.; O'Donnell J.; Brewer P.	Investing in success: student experiences in a structured, decelerated preclinical medical school curriculum.	Medical education online	20		29297	2015	1	1	0	0	0	0	1
10	Baill IC.; Khallouq BB.; Joledo O.; Jacobs A.; Larkin R.; Dil N.	How Postbaccalaureate Career Changer and Traditional Medical Students Differ Academically.	Southern medical journal	112	12	610-616	2019	1	1	0	0	0	1	0
11	Baker HH.; Cope MK.; Fisk R.; Gorby JN.; Foster RW.	Relationship of preadmission variables and first- and second-year course performance to performance on the National Board of Osteopathic Medical Examiners' COMLEX-USA Level 1 examination.	The Journal of the American Osteopathic Association	100	3	153-61	2000	0	0	1	0	0	1	0
12	Baker, H.H.; Foster, R.W.; Bates, B.P.; Cope, M.K.; McWilliams, T.E.; Musser, A.; Yens, D.	Relationship between academic achievement and COMLEX-USA Level I performance: A multisite study	The Journal of the American Osteopathic Association	100	4	238-242	2000	0	0	1	0	0	1	0
13	Baldwin W.; Bankston P.; Anderson WM.; Echtenkamp S.; Haak R.; Smith P.; Iatridis PG.	Can students in a modified PBL curriculum exceed the national mean on USMLE Part 1?	Medical education	36	8	791	2002	1	0	0	0	0	0	1
14	Baños JH.; Pepin ME.; Van Wagoner N.	Class-Wide Access to a Commercial Step 1 Question Bank During Preclinical Organ-Based Modules: A Pilot Project.	Academic Medicine	93	3	486-490	2018	1	0	0	0	1	0	0
15	Barry ES.; Dong T.; Durning SJ.; Schreiber-Gregory D.; Torre D.; Grunberg NE.	Medical Student Leader Performance in an Applied Medical Field Practicum.	Military medicine	184	12-Nov	653-660	2019	1	1	0	0	0	1	1
16	Basco WT.; Way DP.; Gilbert GE.; Hudson A.	Undergraduate institutional MCAT scores as predictors of USMLE step 1 performance.	Academic Medicine	77	10 Suppl	S13-6	2002	1	0	0	0	0	1	0
17	Bibler Zaidi, N.L.; Grob, K.L.; Yang, J.; Santen, S.A.; Monrad, S.U.; Miller, J.M.; Purkiss, J.A.	Theory, Process, and Validation Evidence for a Staff-Driven Medical Education Exam Quality Improvement Process	Medical Science Educator	26	3	331-336	2016	1	0	0	0	0	1	1

18	Bigach, S. D.; Winkelman, R. D.; Savakus, J. C.; Papp, K. K.	A Novel USMLE Step 1 Projection Model Using a Single Comprehensive Basic Science Self-Assessment Taken During a Brief Intense Study Period	Medical Science Educator	31	1	67-73	2021	1	0	0	0	0	1	0
19	Bills JL.; VanHouten J.; Grundy MM.; Chalkley R.; Dermody TS.	Validity of the Medical College Admission Test for predicting MD-PhD student outcomes.	Advances in health sciences education	21	1	33-49	2016	1	1	0	0	0	1	0
20	Blake RL.; Hosokawa MC.; Riley SL.	Student performances on Step 1 and Step 2 of the United States Medical Licensing Examination following implementation of a problem-based learning curriculum.	Academic Medicine	75	1	66-70	2000	1	1	0	0	0	0	1
21	Bloodgood RA.; Short JG.; Jackson JM.; Martindale JR.	A change to pass/fail grading in the first two years at one medical school results in improved psychological well-being.	Academic Medicine	84	5	655-62	2009	1	1	0	0	0	0	1
22	BLUE AV, GILBERT GE, ELAM CL, BASCO JR WT.	Does institutional selectivity aid in the prediction of medical school performance?	Academic Medicine	75	10 Suppl	S31-33	2000	1	1	0	0	0	1	0
23	Blue AV.; Geesey ME.; Sheridan ME.; Basco WT.	Performance outcomes associated with medical school community service.	Academic Medicine	81	10 Suppl	S79-82	2006	0	1	0	0	0	1	0
24	Bonasso P.; Lucke-Wold B.; Reed Z.; Bozek J.; Cottrell S.	Investigating the Impact of Preparation Strategies on USMLE Step 1 Performance.	MedEdPublish	4	1		2015	1	0	0	0	1	0	0
25	Boscardin, C. K.; Earnest, G.; Hauer, K. E.	Predicting Performance on Clerkship Examinations and USMLE Step 1: What Is the Value of Open-Ended Question Examination?	Academic Medicine	95	11 Suppl	S109-s113	2020	1	0	0	0	0	1	1
26	Brenner JM.; Bird JB.; Willey JM.	Formative Assessment in an Integrated Curriculum: Identifying At-Risk Students for Poor Performance on USMLE Step 1 Using NBME Custom Exam Questions.	Academic Medicine	92	11 Suppl	S21-S25	2017	1	0	0	0	0	1	0
27	Brondfield S.; Seol A.; Hyland K.; Teherani A.; Hsu G.	Integrating Concept Maps into a Medical Student Oncology Curriculum.	Journal of cancer education				2019	1	0	0	0	0	1	1
28	Brownfield EL.; Blue AV.; Powell CK.; Geesey ME.; Moran WP.	Impact of the foundations of clinical medicine course on USMLE scores.	Journal of general internal medicine	23	7	1002-5	2008	0	1	0	0	0	1	1
29	Burk-Rafel J.; Pulido RW.; Elfanagely Y.; Kolars JC.	Institutional differences in USMLE Step 1 and 2 CK performance: Cross-sectional study of 89 US allopathic medical schools.	PloS one	14	11	e0224675	2019	1	1	0	0	0	1	0
30	Burk-Rafel J.; Santen SA.; Purkiss J.	Study Behaviors and USMLE Step 1 Performance: Implications of a Student Self-Directed Parallel Curriculum.	Academic Medicine	92	11 Suppl	S67-S74	2017	1	0	0	0	1	0	0
31	Burns ER.; Garrett J.	Student failures on first-year medical basic science courses and the USMLE step 1: a retrospective study over a 20-year period.	Anatomical sciences education	8	2	120-5	2015	1	0	0	0	0	1	0
32	Callahan CA, Hojat M, Veloski J, Erdmann JB, Gonnella JS. Academic Medicine. 2010 Jun 1;85(6):980-7.	The predictive validity of three versions of the MCAT in relation to performance in medical school, residency, and licensing examinations: a longitudinal study of 36 classes of Jefferson Medical College.	Academic Medicine	85	6	980-7	2010	1	1	0	0	0	1	0
33	Campbell KM.; Brownstein NC.; Livingston H.; RodrÃ-guez JE.	Improving Underrepresented Minority in Medicine Representation in Medical School.	Southern medical journal	111	4	203-208	2018	1	1	0	0	0	1	1
34	Case SM, Ripkey DR, Swanson DB	The effects of psychiatry clerkship timing and length on measures of performance	Academic Medicine	72	10 Suppl	S34-6	1997	0	1	0	0	0	0	1
35	Case SM.; Swanson DB.; Ripkey DR.; Bowles LT.; Melnick DE.	Performance of the class of 1994 in the new era of USMLE.	Academic Medicine	71	10 Suppl	S91-3	1996	1	1	0	0	0	1	0

36	Case, S.M.; Ripkey, D.R.; Swanson, D.B.; Andreatta, A.; Barry, W.; Carlson, P.; Davis, W.; Edwards, J.; Epps, A.; Feldman, L.; Fincher, R.-M.; McCa-han, J.; McMahon, T.; Mosely, J.; Peppier, R.; Pestana, C.; Perkowsik, L.; Smith, J.; Smith, M.; Titus-Dillon, P.; Waechter, D.; Wheeler, R.; Willoughby, T.L.	The relationship between clinical science performance in 20 medical schools and performance on step 2 of the usmle licensing examination	Academic Medicine	71	1	S31-S33	1996	0	1	0	0	0	1	0
37	Casey PM.; Palmer BA.; Thompson GB.; Laack TA.; Thomas MR.; Hartz MF.; Jensen JR.; Sandefur BJ.; Hammack JE.; Swanson JW.; Sheeler RD.; Grande JP.	Predictors of medical school clerkship performance: a multispecialty longitudinal analysis of standardized examination scores and clinical assessments.	BMC medical education	16		128	2016	1	1	0	0	0	1	0
38	Chen, C.-K.; Hughes, J., Jr.; Samuels, A.D.	Using simulation modeling approach to predict USMLE steps 1 and 2 performances	IMCIC - Int. Multi-Conf. Complex., Inf. Cybern., Proc.	3		117-124	2017	1	1	0	0	0	1	0
39	Compton S.; Schwartz L.; Henderson W.; Wyte C.	Study month or vacation? Preparing for USMLE Step 2.	Academic Medicine	77	7	733	2002	0	1	0	0	1	0	0
40	Cope MK.; Baker HH.; Fisk R.; Gorby JN.; Foster RW.	Prediction of student performance on the Comprehensive Osteopathic Medical Licensing Examination Level I based on admission data and course performance.	The Journal of the American Osteopathic Association	101	2	84-5, 89-90	2001	0	0	1	0	0	1	0
41	Cope MK.; Baker HH.; Foster RW.; Boisvert CS.	Relationships between clinical rotation subscores, COMLEX-USA examination results, and school-based performance measures.	The Journal of the American Osteopathic Association	107	11	502-10	2007	0	0	0	1	0	1	1
42	Corcoran J, Downing SM, Tekian A, DaRosa DA	Composite score validity in clerkship grading	Academic Medicine	84	10 Suppl	S120-3	2009	0	1	0	0	0	1	1
43	Cortes-Penfield, N. W.; Khazanchi, R.; Talmon, G.	Educational and Personal Opportunity Costs of Medical Student Preparation for the United States Medical Licensing Examination Step 1 Exam: A Single-Center Study	Cureus	12	10	e10938	2020	1	0	0	0	1	0	0
44	Coumarbatch J.; Robinson L.; Thomas R.; Bridge PD.	Strategies for identifying students at risk for USMLE step 1 failure.	Family medicine	42	2	105-10	2010	1	0	0	0	0	1	0
45	Crawford BE.; Kahn MJ.; Gibson JW.; Daniel AJ.; Krane NK.	Impact of Hurricane Katrina on medical student academic performance: the Tulane experience.	The American journal of the medical sciences	336	2	142-6	2008	1	1	0	0	0	0	1
46	Crump WJ.; Fricker RS.; Ziegler C.; Wiegman DL.; Rowland ML.	Rural track training based at a small regional campus: equivalency of training, residency choice, and practice location of graduates.	Academic Medicine	88	8	1122-8	2013	0	1	0	0	0	0	1
47	Cuddy MM, Swanson DB, Dillon GF, Holtman MC, Clauser BE.	A multilevel analysis of the relationships between selected examinee characteristics and United States Medical Licensing Examination Step 2 clinical knowledge performance: revisiting old findings and asking new questions.	Academic Medicine	81	10 Suppl	S103-7	2006	0	1	0	0	0	1	0
48	Cuddy MM.; Swanson DB.; Clauser BE.	A multilevel analysis of examinee gender and USMLE step 1 performance.	Academic Medicine	83	10 Suppl	S58-62	2008	1	0	0	0	0	1	0
49	Cuddy MM.; Swanson DB.; Drake RL.; Pawlina W.	Changes in anatomy instruction and USMLE performance: empirical evidence on the absence of a relationship.	Anatomical sciences education	6	1	10-Mar	2013	1	1	0	0	0	1	1
50	Dadafarin, S.; Petersen, K. H.	Randomized Trial of a Year-Long USMLE Step 1 Preparation Near-Peer Teaching Program	Medical Science Educator				2021	1	0	0	0	1	0	0

51	Davis GE.; Gayer GG.	Comparison of Basic Science Knowledge Between DO and MD Students.	The Journal of the American Osteopathic Association	117	2	114-123	2017	0	0	1	0	0	1	0
52	DeCarvalho H.; Lindner I.; Sengupta A.; Rajput V.; Raskin G.	Enhancing medical student diversity through a premedical program: A Caribbean school case study.	Education for health (Abingdon, England)	31	1	48-51	2018	1	0	0	0	0	0	1
53	Deng F, Gluckstein JA, Larsen DP	Student-directed retrieval practice is a predictor of medical licensing examination performance	Perspectives on medical education	4	6	308-313	2015	1	0	0	0	1	0	0
54	Didier T.; Kreiter CD.; Buri R.; Solow C.	Investigating the utility of a GPA institutional adjustment index.	Advances in health sciences education	11	2	145-53	2006	1	0	0	0	0	1	0
55	Distlehorst LH, Robbs RS.	A comparison of problem-based learning and standard curriculum students: Three years of retrospective data.	Teaching and learning in medicine.	10	3	131-7	1998	1	1	0	0	0	0	1
56	Distlehorst LH.; Dawson E.; Robbs RS.; Barrows HS.	Problem-based learning outcomes: the glass half-full.	Academic Medicine	80	3	294-9	2005	1	1	0	0	0	0	1
57	Dixon D.	Comparison of COMLEX-USA scores, medical school performance, and preadmission variables between women and men.	The Journal of the American Osteopathic Association	115	4	222-5	2015	0	0	1	1	0	1	0
58	Dixon D.	Prediction of Osteopathic Medical School Performance on the basis of MCAT score, GPA, sex, undergraduate major, and undergraduate institution.	The Journal of the American Osteopathic Association	112	4	175-81	2012	0	0	1	1	0	1	0
59	Dixon D.	Relation between variables of preadmission, medical school performance, and COMLEX-USA levels 1 and 2 performance.	The Journal of the American Osteopathic Association	104	8	332-6	2004	0	0	1	1	0	1	0
60	Dong T.; Copeland A.; Gangidine M.; Schreiber-Gregory D.; Ritter EM.; Durning SJ.	Factors Associated With Surgery Clerkship Performance and Subsequent USMLE Step Scores.	Journal of surgical education	75	5	1200-1205	2018	1	1	0	0	0	1	1
61	Dong T.; Zahn C.; Saguil A.; Swygert KA.; Yoon M.; Servey J.; Durning S.	The Associations Between Clerkship Objective Structured Clinical Examination (OSCE) Grades and Subsequent Performance.	Teaching and learning in medicine	29	3	280-285	2017	0	1	0	0	0	1	0
62	Dyrbye LN.; Thomas MR.; Natt N.; Rohren CH.	Prolonged delays for research training in medical school are associated with poorer subsequent clinical knowledge.	Journal of general internal medicine	22	8	1101-6	2007	0	1	0	0	0	1	1
63	Edelin KC.; Ugbolue A.	Evaluation of an early medical school selection program for underrepresented minority students.	Academic Medicine	76	10	1056-9	2001	1	0	0	0	0	1	1
64	Elam CL.; Johnson MM.	Using preadmission and medical school performances to predict scores on the USMLE step 2 examination.	Academic Medicine	69	10	852	1994	0	1	0	0	0	1	0
65	Elam CL.; Johnson MM.	NBME Part I versus USMLE Step 1: predicting scores based on preadmission and medical school performances.	Academic Medicine	69	2	155	1994	1	0	0	0	0	1	0
66	Enarson C, Cariaga-Lo L	Influence of curriculum type on student performance in the United States Medical Licensing Examination Step 1 and Step 2 exams: problem-based learning vs. lecture-based curriculum	Medical education	35	11	1050-5	2001	1	1	0	0	0	1	1
67	Epps AC	The strategic impact of a post baccalaureate pre-medicine intervention program on medical school academic performance	Journal of health care for the poor and underserved	26	1	8-20	2015	1	1	0	0	0	0	1

68	Evans P.; Goodson LB.; Schoffman SI.	Relationship between academic achievement and student performance on the Comprehensive Osteopathic Medical Licensing Examination-USA level 2.	The Journal of the American Osteopathic Association	103	7	331-6	2003	0	0	0	1	0	1	0
69	Evans P.; Goodson LB.; Schoffman SI.; Baker HH.	Relations between academic performance by medical students and COMLEX-USA Level 2: a multisite analysis.	The Journal of the American Osteopathic Association	103	11	551-6	2003	0	0	0	1	0	1	0
70	Evans P.; Wen FK.	Does the medical college admission test predict global academic performance in osteopathic medical school?	The Journal of the American Osteopathic Association	107	4	157-62	2007	0	0	1	1	0	1	0
71	Fadem B.; Schuchman M.; Simring SS.	The relationship between parental income and academic performance of medical students.	Academic Medicine	70	12	1142-4	1995	1	0	0	0	0	1	0
72	Fagin AP.; Engelstad ME.	The Effect of Oral and Maxillofacial Surgery Curriculum on United States Medical Licensing Examination Step 1 Performance.	Journal of oral and maxillofacial surgery	77	5	898-903	2019	1	0	0	0	1	0	0
73	Fagin, A. P.; Engelstad, M. E.; Markiewicz, M. R.; Miloro, M.	Is There a Correlation Between Comprehensive Basic Science Examination and United States Medical Licensure Examination Step 1 Performance Among Oral and Maxillofacial Surgery Residents?	Journal of oral and maxillofacial surgery	78	7	1054-1060	2020	1	0	0	0	0	1	0
74	Fenderson BA.; Damjanov I.; Robeson MR.; Rubin E.	Relationship of students' perceptions of faculty to scholastic achievement: are popular instructors better educators?	Human pathology	28	5	522-5	1997	1	1	0	0	0	0	1
75	Fenderson BA.; Hojat M.; Damjanov I.; Rubin E.	Characteristics of medical students completing an honors program in pathology.	Human pathology	30	11	1296-301	1999	1	1	0	0	0	0	1
76	Ferguson KJ.; Kreiter CD.; Franklin E.; Haugen TH.; Dee FR.	Investigating the validity of web-enabled mechanistic case diagramming scores to assess students' integration of foundational and clinical sciences.	Advances in health sciences education : theory and practice				2019	1	1	0	0	0	1	1
77	Fetter, M.; Robbs, R.; Cianciolo, A.T.	Clerkship Curriculum Design and USMLE Step 2 Performance: Exploring the Impact of Self-Regulated Exam Preparation	Medical Science Educator.	29	1	265-276	2019	0	1	0	0	1	0	0
78	Forester JP.; McWhorter DL.	Health Professions Scholarship Program: are the armed forces getting quality osteopathic physicians?	Military medicine	167	1	53-5	2002	0	0	1	1	0	0	1
79	Foshee, C.M.; Nowacki, A.S.; Shivak, J.T.; Bierer, S.B.	Making Much of the Mundane: AÂ Retrospective Examination of Undergraduate Medical Studentsâ€™ Completion of Routine Tasks and USMLE Step 1 Performance	Medical Science Educator.	28	2	351-357	2018	1	0	0	0	0	1	0
80	Fredieu JR.; Snyder CW.	Positive impact of a master of science in applied anatomy program on USMLE Step 1 performance.	Anatomical sciences education	8	1	31-6	2015	1	1	0	0	0	1	1
81	Gandy RA, Herial NA, Khuder SA, Metting PJ.	Use of Curricular and Extracurricular Assessments to Predict Performance on the United States Medical Licensing Examination (USMLE) Step 1: A Multi-Year Study.	Learning Assistance Review.	13	2	27-35	2008	1	0	0	0	0	1	0
82	Gao, H.; Askew, K.; Violato, C.; Manthey, D.; Burns, C.; Vallevand, A.	Does Clerkship Rotation Sequence Affect Performance on National Board of Medical Examiners (NBME) Clinical Subject Examinations and United States Medical Licensing Examination (USMLE) Step 2 Clinical Knowledge (CK) Examination?	Medical Science Educator.	29	3	763-770	2019	0	1	0	0	0	1	1

83	Gauer JL.; Jackson JB.	Relationships of demographic variables to USMLE physician licensing exam scores: a statistical analysis on five years of medical student data.	Advances in medical education and practice	9		39-44	2018	1	1	0	0	0	1	0
84	Gauer JL.; Wolff JM.; Jackson JB.	Do MCAT scores predict USMLE scores? An analysis on 5 years of medical student data.	Medical education online	21		31795	2016	1	1	0	0	0	1	0
85	Ghaffari-Rafi A.; Lee RE.; Fang R.; Miles JD.	Multivariable analysis of factors associated with USMLE scores across U.S. medical schools.	BMC medical education	19	1	154	2019	1	1	0	0	0	1	0
86	Gilbert, G.E.; Basco Jr., W.T.; Blue, A.V.; O'Sullivan, P.S.	Predictive validity of the medical college admissions test writing sample for the United States medical licensing examination steps 1 and 2	Advances in Health Sciences Education	7	3	191-200	2002	1	1	0	0	0	1	0
87	Giordano C.; Hutchinson D.; Peppler R.	A Predictive Model for USMLE Step 1 Scores.	Cureus	8	9	e769	2016	1	0	0	0	1	0	0
88	Girotti JA.; Park YS.; Tekian A.	Ensuring a fair and equitable selection of students to serve society's health care needs.	Medical education	49	1	84-92	2015	1	1	0	0	0	1	1
89	Glaros AG, Hanson A, Adkison LR.	Early prediction of medical student performance on initial licensing examinations.	Medical Science Educator.	24	3	291-5	2014	0	0	1	0	0	1	0
90	Glaser, K.; Sackett, D.; Pazdernik, V. K.	Success Predictors For Third-Year Osteopathic Medical Students on National Standardized Examinations: A Family Medicine Clerkship Course Study	The Journal of the American Osteopathic Association				2020	0	0	0	1	0	1	1
91	Glew RH.; Ripkey DR.; Swanson DB.	Relationship between students' performances on the NBME Comprehensive Basic Science Examination and the USMLE Step 1: a longitudinal investigation at one school.	Academic Medicine	72	12	1097-102	1997	1	0	0	0	0	1	0
92	Gohara S, Shapiro JI, Jacob AN, Khuder SA, Gandy RA, Metting PJ, Gold J, Kleshinski J.	Joining the conversation: Predictors of success on the United States Medical Licensing Examinations (USMLE).	Learning Assistance Review.	16	1	11-20	2011	1	1	0	0	0	1	0
93	Green M.; Angoff N.; Encandela J.	Test anxiety and United States Medical Licensing Examination scores.	The Clinical Teacher	13	2	142-6	2016	1	0	0	0	1	0	0
94	Green MM.; Welty L.; Thomas JX.; Curry RH.	Academic Performance of Students in an Accelerated Baccalaureate/MD Program: Implications for Alternative Physician Education Pathways.	Academic Medicine	91	2	256-61	2016	1	1	0	0	0	0	1
95	Griffith CH.; Wilson JF.; Haist SA.; Albritton TA.; Bognar BA.; Cohen SJ.; Hoesley CJ.; Fagan MJ.; Ferenchick GS.; Pryor OW.; Friedman E.; Harrell HE.; Hemmer PA.; Houghton BL.; Kovach R.; Lambert DR.; Loftus TH.; Painter TD.; Udden MM.; Watkins RS.; Wong RY.	Internal medicine clerkship characteristics associated with enhanced student examination performance.	Academic Medicine	84	7	895-901	2009	0	1	0	0	0	0	1
96	Guilbault, R.W.R.; Lee, S.W.; Lian, B.; Choi, J.	Predictors of USMLE Step 1 Outcomes: Charting Successful Study Habits	Medical Science Educator.				2020	1	0	0	0	1	0	0
97	Guiot HM.; Franqui-Rivera H.	Predicting performance on the United States Medical Licensing Examination Step 1 and Step 2 Clinical Knowledge using results from previous examinations.	Advances in medical education and practice	9		943-949	2018	1	1	0	0	0	1	0
98	Gullo, C.A.; McCarthy, M.J.; Shapiro, J.I.; Miller, B.L.	Predicting Medical Student Success on Licensure Exams	Medical Science Educator.	25	4	447-453	2015	1	1	0	0	0	1	0
99	Haight SJ, Chibnall JT, Schindler DL, Slavin SJ.	Associations of medical student personality and health/wellness characteristics with their medical school performance across the curriculum	Academic Medicine	87	4	476-85	2012	1	0	0	0	0	1	0
100	Hartman SE.; Bates BP.; Sprafka SA.	Correlation of scores for the Comprehensive Osteopathic Medical Licensing Examination with osteopathic medical school grades.	The Journal of the American Osteopathic Association	101	6	347-9	2001	0	0	1	1	0	1	0

101	Haught, P.A.; Walls, R.T.	Relationships of reading, MCAT, and USMLE Step 1 test results for medical students	Read. Psychol.	25	2	83-92	2004	1	0	0	0	0	1	0
102	Hecker K.; Violato C.	Medical school curricula: do curricular approaches affect competence in medicine?	Family medicine	41	6	420-6	2009	1	1	0	0	0	1	1
103	Hecker K.; Violato C.	How much do differences in medical schools influence student performance? A longitudinal study employing hierarchical linear modeling.	Teaching and learning in medicine	20	2	104-13	2008	1	1	0	0	0	1	1
104	Heiman HL, O'Brien CL, Curry RH, Green MM, Baker JF, Kushner RF, Thomas JX, Corbridge TC, Corcoran JF, Hauser JM, Garcia PM.	Description and early outcomes of a comprehensive curriculum redesign at the Northwestern University Feinberg School of Medicine.	Academic Medicine	93	4	593-9	2018	1	1	0	0	0	0	1
105	Henderson, M. C.; Jerant, A.; Unkart, J.; Griffin, E. J.; Sciolla, A. F.; Kelly, C. J.; Peterson, E. M.; Hall, T.; Wofsy, D.; Fancher, T. L.	The relationships among self-designated disadvantage, socioeconomic disadvantage, and academic performance in medical school: A multi-institutional study	Journal of Health Care for the Poor and Underserved	31	4	208-222	2020	1	1	0	0	0	1	0
106	Hewlett, W. H.; Woleben, C. M.; Alford, J.; Santen, S. A.; Buckley, P.; Feldman, M.	Impact of Scribe Experience on Undergraduate Medical Education	Medical Science Educator	30	4	1363-1366	2020	1	0	0	0	0	1	0
107	Hirshfield LE.; Yudkowsky R.; Park YS.	Pre-medical majors in the humanities and social sciences: impact on communication skills and specialty choice.	Medical education	53	4	408-416	2019	1	1	0	0	0	1	0
108	Hoffman K.; Hosokawa M.; Blake R.; Headrick L.; Johnson G.	Problem-based learning outcomes: ten years of experience at the University of Missouri-Columbia School of Medicine.	Academic Medicine	81	7	617-25	2006	1	1	0	0	0	0	1
109	Hojat M, Erdmann JB, Veloski JJ, Nasca TJ, Callahan CA, Julian E, Peck J.	A validity study of the writing sample section of the Medical College Admission Test.	Academic Medicine	75	10 Suppl	S25-7	2000	1	1	0	0	0	1	0
110	Holtman MC, Swanson DB, Ripkey DR, Case SM.	Using basic science subject tests to identify students at risk for failing step 1.	Academic Medicine	76	10 Suppl	S48-51	2001	1	0	0	0	0	1	0
111	Hu Y, Martindale JR, LeGallo RD, White CB, McGahren ED, Schroen AT.	Relationships between preclinical course grades and standardized exam performance.	Advances in health sciences education	21	2	389-99	2016	1	1	0	0	0	1	0
112	Hudson KM.; Tsai TH.; Finch C.; Dickerman JL.; Liu S.; Shen L.	A Validity Study of COMLEX-USA Level 2-CE and COMAT Clinical Subjects: Concurrent and Predictive Evidence.	Journal of graduate medical education	11	5	521-526	2019	0	0	0	1	0	1	0
113	Jackson F.; Duane E.; Harmon R.; Kollar RA.; Rainville NM.; Smith RM.	Resources That Improve Medical Board Licensing Examination Performance.	Cureus	11	10	e5927	2019	1	0	1	0	1	0	0
114	Jerant A, Henderson MC, Griffin E, Hall TR, Kelly CJ, Peterson EM, Wofsy D, Tancredi DJ, Sousa FJ, Franks P.	Do admissions multiple mini-interview and traditional interview scores predict subsequent academic performance? A study of five California medical schools.	Academic Medicine	94	3	388-95	2019	1	1	0	0	0	1	0
115	Jerant A.; Sciolla SF.; Henderson MC.; Griffin E.; Talamantes E.; Fancher T.; Franks P.	Medical Student Socioeconomic Disadvantage, Self-Designated Disadvantage, and Subsequent Academic Performance.	Journal of health care for the poor and underserved	30	4	1419-1432	2019	1	1	0	0	0	1	0
116	Johnson B.; Flemer M.; Khuder S.; Puri N.	Premedical special master's programs increase USMLE STEP1 scores and improve residency placements.	PloS one	12	11	e018803 6	2017	1	0	0	0	0	1	0
117	Johnson TR.; Khalil MK.; Peppler RD.; Davey DD.; Kibble JD.	Use of the NBME Comprehensive Basic Science Examination as a progress test in the preclerkship curriculum of a new medical school.	Advances in physiology education	38	4	315-20	2014	1	0	0	0	0	1	1
118	Julian ER.	Validity of the Medical College Admission Test for predicting medical school performance.	Academic Medicine	80	10	910-7	2005	1	1	0	0	0	1	0
119	Jurich D, Santen SA, Paniagua M, Fleming A, Harnik V, Pock A, Swan-Sein A, Barone MA, Daniel M. Academic Medicine. 2020 Jan;95(1):111.	Effects of moving the United States medical licensing examination step 1 after core clerkships on step 2 clinical knowledge performance.	Academic Medicine	95	1	111-21	2020	0	1	0	0	1	0	0
120	Jurich D, Daniel M, Paniagua M, Fleming A, Harnik V, Pock A, Swan-Sein A, Barone MA, Santen SA.	Moving the United States Medical Licensing Examination Step 1 after core clerkships: an outcomes analysis.	Academic Medicine	94	3	371-7	2019	1	0	0	0	0	0	1

121	Kamei, R.K.; Cook, S.; Puthucheary, J.; Starmer, C.F.	21 st Century Learning in Medicine: Traditional Teaching versus Team-based Learning	Medical Science Educator.	22	2	57-64	2012	1	0	0	0	0	0	1
122	Karpa KD.; Vrana KE.	Creating a virtual pharmacology curriculum in a problem-based learning environment: one medical school's experience.	Academic Medicine	88	2	198-205	2013	1	0	0	0	0	0	1
123	Kasuya RT.; Naguwa GS.; Guerrero AP.; Hishinuma ES.; Lindberg MA.; Judd NK.	USMLE performances in a predominantly Asian and Pacific Islander population of medical students in a problem-based learning curriculum.	Academic Medicine	78	5	483-90	2003	1	1	0	0	0	1	0
124	Kauffman CA.; Derazin M.; Asmar A.; Kibble JD.	Patterns of medical student engagement in a second-year pathophysiology course: relationship to USMLE Step 1 performance.	Advances in physiology education	43	4	512-518	2019	1	0	0	0	0	1	1
125	Khalil MK.; Williams SE.; Gregory Hawkins H.	Learning and study strategies correlate with medical students' performance in anatomical sciences.	Anatomical sciences education	11	3	236-242	2018	1	0	0	0	0	1	0
126	Khalil, M.K.; Hawkins, H.G.; Crespo, L.M.; Buggy, J.	The Design and Development of Prediction Models for Maximizing Studentsâ€™ Academic Achievement	Medical Science Educator.	28	1	111-117	2018	1	0	0	0	0	1	0
127	Khalil, M.K.; Hawkins, H.G.; Crespo, L.M.; Buggy, J.	The Relationship Between Learning and Study Strategies Inventory (LASSI) and Academic Performance in Medical Schools	Medical Science Educator.	27	2	315-320	2017	1	0	0	0	0	1	0
128	Khalil, M.K.; Williams, S.E.; Hawkins, H.G.	The Use of Learning and Study Strategies Inventory (LASSI) to Investigate Differences Between Low vs High Academically Performing Medical Students	Medical Science Educator.				2019	1	0	0	0	0	1	0
129	Kies SM.; Freund GG.	Medical students who decompress during the M-1 year outperform those who fail and repeat it: a study of M-1 students at the University of Illinois College of Medicine at Urbana-Champaign 1988-2000.	BMC medical education	5	1	18	2005	1	1	0	0	0	0	1
130	Kim S.; George P.	The Relationship Between Preclinical Grading and USMLE Scores in US Allopathic Medical Schools.	Family medicine	50	2	128-131	2018	1	1	0	0	0	1	1
131	Kleshinski J.; Khuder SA.; Shapiro JI.; Gold JP.	Impact of preadmission variables on USMLE step 1 and step 2 performance.	Advances in health sciences education : theory and practice	14	1	69-78	2009	1	1	0	0	0	1	0
132	Koenig JA.; Sireci SG.; Wiley A.	Evaluating the predictive validity of MCAT scores across diverse applicant groups.	Academic Medicine	73	10	1095-106	1998	1	0	0	0	0	1	0
133	Kondrashov P.; McDaniel DJ.; Jordan RM.	Premedical anatomy experience and student performance in medical gross anatomy.	Clinical anatomy (New York, N.Y.)	30	3	303-311	2017	0	0	1	0	0	1	0
134	Krupat E, Pelletier SR, Dienstag JL.	Academic performance on first-year medical school exams: How well does it predict later performance on knowledge-based and clinical assessments?.	Teaching and learning in medicine	29	2	181-7	2017	1	1	0	0	0	1	0
135	Kumar AD.; Shah MK.; Maley JH.; Evron J.; Gyftopoulos A.; Miller C.	Preparing to take the USMLE Step 1: a survey on medical students' self-reported study habits.	Postgraduate medical journal	91	1075	257-61	2015	1	0	0	0	1	0	0
136	Kumar K.; Indurkhya A.	Changes in pathology instruction and student performance on the United States Medical Licensing Examination Step 1, 1995-2000: a nationwide 6-year longitudinal study.	Human pathology	35	12	1435-9	2004	1	0	0	0	0	1	1
137	Kumar K.; Nguyen H.; Indurkhya A.	Relationship between pathology curricular approaches and performance in the United States medical licensing examination (USMLE), step 1: a national cross-sectional study.	Human pathology	34	5	417-22	2003	1	0	0	0	0	1	1
138	Laatsch L.	Evaluation and treatment of students with difficulties passing the Step examinations.	Academic Medicine	84	5	677-83	2009	1	1	0	0	0	0	1
139	Latessa R.; Beaty N.; Royal K.; Colvin G.; Pathman DE.; Heck J.	Academic outcomes of a community-based longitudinal integrated clerkships program.	Medical teacher	37	9	862-7	2015	0	1	0	0	0	0	1

140	Le D.; Chan D.; Barker BR.	From Patients to Test Questions: Do Clinical Clerkships Really Improve Student Performance on USMLE Step 1?	Academic Medicine	94	7	925	2019	1	0	0	0	0	1	1
141	Lee M.; Wimmers PF.	Validation of a performance assessment instrument in problem-based learning tutorials using two cohorts of medical students.	Advances in health sciences education	21	2	341-57	2016	1	1	0	0	0	1	1
142	Lee, M.W.; Johnson, T.R.; Kibble, J.	Development of Statistical Models to Predict Medical Student Performance on the USMLE Step 1 as a Catalyst for Deployment of Student Services	Medical Science Educator.	27	4	663-671	2017	1	0	0	0	0	1	0
143	Lewis DD.; Johnson MT.; Finnerty EP.	Predictive relationship of osteopathic manual medicine grades and COMLEX-USA Level 1 total scores and osteopathic principles and practice subscores.	The Journal of the American Osteopathic Association	114	6	480-5	2014	0	0	1	0	0	1	0
144	Li F.; Kalinowski KE.; Song H.; Bates BP.	Relationships between the Comprehensive Osteopathic Medical Achievement Test (COMAT) subject examinations and the COMLEX-USA Level 2-Cognitive Evaluation.	The Journal of the American Osteopathic Association	114	9	714-21	2014	0	0	0	1	0	1	0
145	Lieberman SA.; Ainsworth MA.; Asimakis GK.; Thomas L.; Cain LD.; Mancuso MG.; Rabek JP.; Zhang N.; Frye AW.	Effects of comprehensive educational reforms on academic success in a diverse student body.	Medical education	44	12	1232-40	2010	1	0	0	0	0	0	1
146	Lind DS.; Marum T.; Ledbetter D.; Flynn TC.; Romrell LJ.; Copeland EM.	The effect of the duration and structure of a surgery clerkship on student performance.	The Journal of surgical research	84	1	106-11	1999	0	1	0	0	0	0	1
147	Linsenmeyer M.; Ridpath L.	Nelson-Denny Reading Test Scores as a Predictor of Student Success in Osteopathic Medical Education.	The Journal of the American Osteopathic Association	119	3	189-197	2019	0	0	1	0	0	1	0
148	Liu RB, Suwondo DN, Donroe JH, Encandela JA, Weisenthal KS, Moore CL.	Point-of-care ultrasound: does it affect scores on standardized assessment tests used within the preclinical curriculum?.	Journal of Ultrasound in Medicine.	38	2	433-40	2019	1	0	0	0	0	0	1
149	Lundy, M.B.; Standley, C.A.; Westveld, A.H.	Curricular Reform in Two Medical School Tracks and the Impact on USMLE Scores	Medical Science Educator.	27	2	201-207	2017	1	1	0	0	0	0	1
150	Macky, D.; Dong, T.; Torre, D.; Schreiber-Gregory, D.; Singaraju, R.; Durning, S. J.	The Association With Physical Fitness and Academic Performance at America's Military Medical School	Military medicine				2020	1	1	0	0	0	1	0
151	McDuff SG.; McDuff D.; Farace JA.; Kelly CJ.; Savoia MC.; Mandel J.	Evaluating a grading change at UCSD school of medicine: pass/fail grading is associated with decreased performance on preclinical exams but unchanged performance on USMLE step 1 scores.	BMC medical education	14		127	2014	1	0	0	0	0	1	1
152	Meoli FG.; Wallace WS.; Kaiser-Smith J.; Shen L.	Relationship of osteopathic medical licensure examinations with undergraduate admission measures and predictive value of identifying future performance in osteopathic principles and practice/osteopathic manipulative medicine courses and rotations.	The Journal of the American Osteopathic Association	102	11	615-20	2002	0	0	0	1	0	1	0
153	Monteiro KA.; George P.; Dollase R.; Dumenco L.	Predicting United States Medical Licensure Examination Step 2 clinical knowledge scores from previous academic indicators.	Advances in medical education and practice	8		385-391	2017	0	1	0	0	0	1	0
154	Morrison CA.; Ross LP.; Fogle T.; Butler A.; Miller J.; Dillon GF.	Relationship between performance on the NBME Comprehensive Basic Sciences Self-Assessment and USMLE Step 1 for U.S. and Canadian medical school students.	Academic Medicine	85	10 Suppl	S98-101	2010	1	0	0	0	0	1	0
155	Morrison CA.; Ross LP.; Sample L.; Butler A.	Relationship between performance on the NBMEÂ® Comprehensive Clinical Science Self-Assessment and USMLEÂ® Step 2 Clinical Knowledge for USMGs and IMGs.	Teaching and learning in medicine	26	4	373-8	2014	0	1	0	0	0	1	0

156	Morrison, C.; Barone, M.; Baker, G.; Ross, L.; Pak, S.	Investigating the Relationship Between a Clinical Science Composite Score and USMLE Step 2 Clinical Knowledge and Step 3 Performance	Medical Science Educator.				2020	0	1	0	0	0	1	0
157	Moscatello, K.; Kalmey, J.K.; Keller, C.C.	Ten-Year Comparison of a Traditional Lecture Curriculum with an Independent Study Curriculum on COMLEX Performance	Medical Science Educator.	27	3	447-449	2017	0	0	1	0	0	0	1
158	Muller D, Kase N.	Challenging traditional premedical requirements as predictors of success in medical school: The Mount Sinai School of Medicine Humanities and Medicine Program.	Academic Medicine	85	8	1378-83	2010	1	0	0	0	0	0	1
159	Myles T.; Galvez-Myles R.	USMLE Step 1 and 2 scores correlate with family medicine clinical and examination scores.	Family medicine	35	7	510-3	2003	0	1	0	0	0	1	0
160	Myles TD.	Correlation of United States medical licensing examination step 2 and obstetrics and gynecology clerkship final examination scores with clerkship clinical evaluation scores.	The Journal of reproductive medicine	50	5	351-5	2005	0	1	0	0	0	1	0
161	Myles TD.; Henderson RC.	Medical licensure examination scores: relationship to obstetrics and gynecology examination scores.	Obstetrics and gynecology	100	5 Pt 1	955-8	2002	0	1	0	0	0	1	0
162	Ogunyemi D.; De Taylor-Harris S.	NBME Obstetrics and Gynecology clerkship final examination scores: predictive value of standardized tests and demographic factors.	The Journal of reproductive medicine	49	12	978-82	2004	1	0	0	0	0	1	0
163	Ogunyemi D.; Taylor-Harris D.	Factors that correlate with the U.S. Medical Licensure Examination Step-2 scores in a diverse medical student population.	Journal of the National Medical Association	97	9	1258-62	2005	0	1	0	0	0	1	0
164	Paolino ND.; Artino AR.; Saguil A.; Dong T.; Durning SJ.; DeZee KJ.	Predicting medical school and internship success: does the quality of the research and clinical experience matter?	Military medicine	180	4 Suppl	7-Dec	2015	1	1	0	0	0	1	0
165	Paolo AM.; Bonaminio GA.; Durham D.; Stites SW.	Comparison and cross-validation of simple and multiple logistic regression models to predict USMLE step 1 performance.	Teaching and learning in medicine	16	1	69-73	2004	1	0	0	0	0	1	0
166	Parry, S.; Pachunka, J.; Beck Dallaghan, G.L.	Factors Predictive of Performance on USMLE Step 1: Do Commercial Study Aids Improve Scores?	Medical Science Educator.	29	3	667-672	2019	1	0	0	0	1	0	0
167	Peterson CA.; Tucker RP.	Medical gross anatomy as a predictor of performance on the USMLE Step 1.	Anatomical record. Part B, New anatomist	283	1	8-May	2005	1	0	0	0	0	1	0
168	Pohl CA.; Robeson MR.; Hojat M.; Veloski JJ.	Sooner or later? USMLE step 1 performance and test administration date at the end of the second year.	Academic Medicine	77	10 Suppl	S17-9	2002	1	0	0	0	1	0	0
169	Pohl CA.; Robeson MR.; Veloski J.	USMLE Step 2 performance and test administration date in the fourth year of medical school.	Academic Medicine	79	10 Suppl	S49-51	2004	0	1	0	0	1	0	0
170	Poncelet A, Bokser S, Calton B, Hauer KE, Kirsch H, Jones T, Lai CJ, Mazotti L, Shore W, Teherani A, Tong L.	Development of a longitudinal integrated clerkship at an academic medical center.	Medical education online	16	5939		2011	0	1	0	0	0	0	1
171	Raymond RM.; Madden MM.; Ferretti SM.; Ferretti JM.; Ortoski RA.	Preliminary outcomes of the Lake Erie College of Osteopathic Medicine's 3-year Primary Care Scholar Pathway in osteopathic predoctoral education.	The Journal of the American Osteopathic Association	114	4	238-41	2014	0	0	1	1	0	0	1
172	Richards, B.F.; Cariaga-lo, L.	Curriculum type and sophomore students' preparation time for the usmle step 1 examination	Eval. Health Prof.	17	3	329-343	1994	1	0	0	0	1	0	0
173	Ripkey DR, Swanson DB, Case SM.	School-to-school differences in Step 1 performance as a function of curriculum type and use of Step 1 in promotion/graduation requirements.	Academic Medicine	73	10 Suppl 1	S16-18	1998	1	0	0	0	0	1	1
174	Ripkey DR.; Case SM.	Examinees' perceptions of factors influencing their performance on USMLE Step 2.	Academic Medicine	71	1 Suppl	S34-6	1996	0	1	0	0	0	1	0

175	Ripkey DR.; Case SM.; Swanson DB.	Predicting performances on the NBME Surgery Subject Test and USMLE Step 2: the effects of surgery clerkship timing and length.	Academic Medicine	72	10 Suppl 1	S31-3	1997	0	1	0	0	0	1	1
176	Ripkey, D.R.; Case, S.M.; Swanson, D.B.	Identifying students at risk for perfomance on the USMLE step 2	Academic Medicine	74	10	s45-s48	1999	0	1	0	0	0	1	0
177	Roth KS.; Riley WT.; Brandt RB.; Seibel HR.	Prediction of students' USMLE step 2 performances based on premedical credentials related to verbal skills.	Academic Medicine	71	2	176-80	1996	0	1	0	0	0	1	0
178	Rubright JD.; Jodoin M.; Barone MA.	Examining Demographics, Prior Academic Performance, and United States Medical Licensing Examination Scores.	Academic Medicine	94	3	364-370	2019	1	1	0	0	0	1	0
179	Sadik, A.; Woldemariam, B.; Wang, X.	Master Studentsâ€™ cGPA Is a Good Predictor of Success in Medical School	Medical Science Educator	27	2	193-199	2017	0	0	1	1	0	1	1
180	Saguil A.; Dong T.; Gingerich RJ.; Swygert K.; LaRochelle JS.; Artino AR.; Cruess DF.; Durning SJ.	Does the MCAT predict medical school and PGY-1 performance?	Military medicine	180	4 Suppl	11-Apr	2015	1	1	0	0	0	1	0
181	Sawhill A.; Butler A.; Ripkey D.; Swanson DB.; Subhiyah R.; Thelman J.; Walsh W.; Holtzman KZ.; Angelucci K.	Using the NBME self-assessments to project performance on USMLE Step 1 and Step 2: impact of test administration conditions.	Academic Medicine	79	10 Suppl	S55-7	2004	1	1	0	0	0	1	0
182	Schauer RW.; Schieve D.	Performance of medical students in a nontraditional rural clinical program, 1998-99 through 2003-04.	Academic Medicine	81	7	603-7	2006	1	1	0	0	0	0	1
183	Schwartz LF.; Lineberry M.; Park YS.; Kamin CS.; Hyderi AA.	Development and Evaluation of a Student-Initiated Test Preparation Program for the USMLE Step 1 Examination.	Teaching and learning in medicine	30	2	193-201	2018	1	0	0	0	1	0	0
184	Seal, Z. A.; Koek, W.; Sharma, R.	Correlation of Medical College Admission Test Scores and Self-assessment Materials with the United States Medical Licensing Examination Step 1 Performance	Cureus	12	4	e7519	2020	1	0	0	0	1	0	0
185	Searcy CA.; Dowd KW.; Hughes MG.; Baldwin S.; Pigg T.	Association of MCAT scores obtained with standard vs extra administration time with medical school admission, medical student performance, and time to graduation.	JAMA	313	22	2253-62	2015	1	1	0	0	0	1	0
186	Sefcik DJ.; Prozialeck WC.; O'Hare TH.	Characteristics of the courses that best predict COMLEX-USA level 1 performance.	The Journal of the American Osteopathic Association	103	10	491-4	2003	0	0	1	0	0	1	0
187	Sesate, D.B.; Milem, J.F.; McIntosh, K.L.; Bryan, W.P.	Coupling Admissions and Curricular Data to Predict Medical Student Outcomes	Res. High. Educ.	58	3	295-312	2017	1	0	0	0	0	1	0
188	Shah R.; Johnstone C.; Rappaport D.; Bilello LA.; Adamas-Rappaport W.	Pre-matriculation clinical experience positively correlates with Step 1 and Step 2 scores.	Advances in medical education and practice	9		707-711	2018	1	1	0	0	0	1	0
189	Shepard WD.; Louis PJ.; Powell KK.	An Institutional Review: Which Metrics Correlate With a Successful United States Medical Licensing Examination Step 1 Score?	Journal of oral and maxillofacial surgery	78	2	179-183	2020	1	0	0	0	0	1	0
190	Simon SR.; Bui A.; Day S.; Berti D.; Volkan K.	The relationship between second-year medical students' OSCE scores and USMLE Step 2 scores.	Journal of evaluation in clinical practice	13	6	901-5	2007	0	1	0	0	0	1	0
191	Simon SR.; Volkan K.; Hamann C.; Duffey C.; Fletcher SW.	The relationship between second-year medical students' OSCE scores and USMLE Step 1 scores.	Medical teacher	24	5	535-9	2002	1	0	0	0	0	1	0
192	Smith SR.	Effect of undergraduate college major on performance in medical school.	Academic Medicine	73	9	1006-8	1998	1	0	0	0	0	1	0
193	Smucny J, Beatty P, Grant W, Dennison T, Wolff LT.	An evaluation of the rural medical education program of the State University of New York Upstate Medical University, 1990–2003.	Academic Medicine	80	8	733-8	2005	0	1	0	0	0	0	1

194	Stansfield RB.; Kreiter CD.	Conditional reliability of admissions interview ratings: extreme ratings are the most informative.	Medical education	41	1	32-8	2007	1	1	0	0	0	1	0
195	Strowd LC, Gao H, O'Brien MC, Reynolds P, Grier D, Peters TR. 2019 Sep;29(3):715-20.	Performing under pressure: varsity athletes excel in medical school.	Medical Science Educator	29	3	715-20	2019	1	1	0	0	0	1	0
196	Strowd, L.C.; Gao, H.; Oâ€™Brien, M.C.; Burns, C.; Freischlag, J.A.; Strowd, R.E.; Grier, D.; Peters, T.R.	Prematriculation Healthcare Employment Predicts Success in Clerkship Environment	Medical Science Educator	30	1	211-7	2019	1	1	0	0	0	1	0
197	Strowd, R.E., III; Beard, H.R.; Gorney, B.; Russell, G.B.; Lambros, A.	The Impact of Process-Oriented Preparation on High-Stakes Testing in Medical School	Medical Science Educator	23	4	588-594	2013	1	0	0	0	1	0	0
198	Swanson DB.; Case SM.; Koenig J.; Killian CD.	Preliminary study of the accuracies of the old and new medical college admission tests for predicting performance on USMLE Step 1.	Academic Medicine	71	1 Suppl	S25-7	1996	1	0	0	0	0	1	0
199	Swanson DB.; Ripkey DR.; Case SM.	Relationship between achievement in basic science coursework and performance on 1994 USMLE Step 1. 1994-95 Validity Study Group for USMLE Step 1/2 Pass/Fail Standards.	Academic Medicine	71	1 Suppl	S28-30	1996	1	0	0	0	0	1	0
200	Tanenbaum, E.J.; Johnson, J.H.; Jordan, E.; Cottral, J.; Tenore, C.; Burton, W.B.; McGinn, A.P.; Raff, A.C.	An Effective Evidence-Based Student Run Near-Peer Support Group for the USMLE Step 1 Exam	Medical Science Educator	26	4	691-699	2016	1	0	0	0	1	0	0
201	Thadani RA.; Swanson DB.; Galbraith RM.	A preliminary analysis of different approaches to preparing for the USMLE step 1.	Academic Medicine	75	10 Suppl	S40-2	2000	1	0	0	0	1	0	0
202	Thompson AR.; Braun MW.; O'Loughlin VD.	A comparison of student performance on discipline-specific versus integrated exams in a medical school course.	Advances in physiology education	37	4	370-6	2013	1	0	0	0	0	0	1
203	Torre, D. M.; Dong, T.; Schreiber-Gregory, D.; Durning, S. J.; Pangaro, L.; Pock, A.; Hemmer, P. A.	Exploring the Predictors of Post-Clerkship USMLE Step 1 Scores	Teaching and learning in medicine	32	3	330-336	2020	1	0	0	0	0	1	1
204	Tucker P.; Jeon-Slaughter H.; Sener U.; Arvidson M.; Khalafian A.	Do medical student stress, health, or quality of life foretell step 1 scores? A comparison of students in traditional and revised preclinical curricula.	Teaching and learning in medicine	27	1	63-70	2015	1	0	0	0	0	1	0
205	Tucker RP.	Performance in a prematriculation gross anatomy course as a predictor of performance in medical school.	Anatomical sciences education	1	5	224-7	2008	1	0	0	0	0	1	1
206	van Zanten M, Boulet JR.	Medical education in the Caribbean: variability in medical school programs and performance of students.	Academic Medicine	83	10 Suppl	S33-6	2008	1	1	0	0	0	1	0
207	van Zanten M	The association between medical education accreditation and the examination performance of internationally educated physicians seeking certification in the United States	Perspectives on medical education	4	3	142-5	2015	1	1	0	0	0	1	0
208	van Zanten M.; Boulet JR.	Medical education in the Caribbean: a longitudinal study of United States Medical Licensing Examination performance, 2000-2009.	Academic Medicine	86	2	231-8	2011	1	1	0	0	0	1	0
209	van Zanten M.; McKinley D.; Durante Montiel I.; Pijano CV.	Medical education accreditation in Mexico and the Philippines: impact on student outcomes.	Medical education	46	6	586-92	2012	1	1	0	0	0	1	0
210	Veloski JJ, Callahan CA, Xu G, Hojat M, Nash DB.	Prediction of students' performances on licensing examinations using age, race, sex, undergraduate GPAs, and MCAT scores.	Academic Medicine	75	10 Suppl	S28-30	2000	1	1	0	0	0	1	0
211	Violato C, Gauer JL, Violato EM, Patel D.	A study of the validity of the new MCAT exam.	Academic Medicine	95	3	396-400	2020	1	0	0	0	0	1	0

212	Vora A.; Maltezos N.; Alfonzo L.; Hernandez N.; Calix E.; Fernandez MI.	Predictors of scoring at least 600 on COMLEX-USA Level 1: successful preparation strategies.	The Journal of the American Osteopathic Association	113	2	164-73	2013	0	0	1	0	1	0	0
213	Walters JA, Croen LG, Brown Weissman Z, Reichgott MJ.	A Small Group, Problem-Based Learning Approach to Preparing Students to Retake Step 1 of the United States Medical Licensing Examination.	Teaching and learning in medicine	11	2	85-8	1999	1	0	0	0	1	0	0
214	Wang, L.; Laird-Fick, H. S.; Parker, C. J.; Solomon, D.	Using Markov chain model to evaluate medical students' trajectory on progress tests and predict USMLE step 1 scores--a retrospective cohort study in one medical school	BMC Med Educ	21	1	200	2021	1	0	0	0	0	1	0
215	Wang, X.; Maeda, H.; Craig, B.; Tsai, T. H.; Sandella, J. M.; Fleury, M.	Meaningful use of COMSAE Phase 1 in preparation for COMLEX-USA Level 1	J Osteopath Med				2021	0	0	1	0	0	1	0
216	Way DP.; Biagi B.; Clausen K.; Hudson A.	The effects of basic science pathway on USMLE Step 1 scores.	Academic Medicine	74	10 Suppl	S7-9	1999	1	0	0	0	0	1	1
217	Wayne SJ.; Fortner SA.; Kitzes JA.; Timm C.; Kalishman S.	Cause or effect? The relationship between student perception of the medical school learning environment and academic performance on USMLE Step 1.	Medical teacher	35	5	376-80	2013	1	0	0	0	0	1	0
218	Webb CT.; Sedlacek W.; Cohen D.; Shields P.; Gracely E.; Hawkins M.; Nieman L.	The impact of nonacademic variables on performance at two medical schools.	Journal of the National Medical Association	89	3	173-80	1997	1	0	0	0	0	1	0
219	Werner LS.; Bull BS.	The effect of three commercial coaching courses on Step One USMLE performance.	Medical education	37	6	527-31	2003	1	0	0	0	1	0	0
220	West C, Kurz T, Smith S, Graham L.	Are study strategies related to medical licensing exam performance?.	International journal of medical education.	5		199-204	2014	1	0	0	0	0	1	0
221	Wheat JR.; Brandon JE.; Leeper JD.; Jackson JR.; Boulware DW.	Rural health leaders pipeline, 1990-2005: case study of a second-generation rural medical education program.	Journal of agromedicine	12	4	51-61	2007	1	1	0	0	0	0	1
222	White CB.; Fantone JC.	Pass-fail grading: laying the foundation for self-regulated learning.	Advances in health sciences education	15	4	469-77	2010	1	1	0	0	0	0	1
223	Whitfield CF.; Xie SX.	Correlation of problem-based learning facilitators' scores with student performance on written exams.	Advances in health sciences education	7	1	41-51	2002	1	0	0	0	0	1	0
224	Wiley A, Koenig JA.	The validity of the Medical College Admission Test for predicting performance in the first two years of medical school.	Academic Medicine	71	10 Suppl	S83-5	1996	1	0	0	0	0	1	0
225	Wilkerson L.; Wimmers P.; Doyle LH.; Uijtdehaage S.	Two perspectives on the effects of a curriculum change: student experience and the United States medical licensing examination, step 1.	Academic Medicine	82	10 Suppl	S117-20	2007	1	0	0	0	0	0	1
226	Wong JG.; Waldrep TD.; Smith TG.	Formal peer-teaching in medical school improves academic performance: the MUSC supplemental instructor program.	Teaching and learning in medicine	19	3	216-20	2007	1	1	0	0	0	0	1
227	Wong SK.; Ramirez JR.; Helf SC.	Student performance on levels 1 and 2-CE of COMLEX-USA: do elective upper-level undergraduate science courses matter?	The Journal of the American Osteopathic Association	109	11	592-8	2009	0	0	1	1	0	1	0
228	Yoshida, H.; Sims, K.L.	Education Initiatives for Improved United States Medical Licensing Examination Performance	Medical Science Educator	23	4	637-647	2013	1	0	0	0	0	1	1
229	Zahn CM.; Saguil A.; Artino AR.; Dong T.; Ming G.; Servey JT.; Balog E.; Goldenberg M.; Durning SJ.	Correlation of National Board of Medical Examiners scores with United States Medical Licensing Examination Step 1 And Step 2 scores.	Academic Medicine	87	10	1348-54	2012	1	1	0	0	0	1	0

230	Zhang C.; Rauchwarger A.; Toth C.; O'Connell M.	Student USMLE step 1 preparation and performance.	Advances in health sciences education	9	4	291-7	2004	1	0	0	0	1	0	0
231	Zhao X.; Oppler S.; Dunleavy D.; Kroopnick M.	Validity of four approaches of using repeaters' MCAT scores in medical school admissions to predict USMLE Step 1 total scores.	Academic Medicine	85	10 Suppl	S64-7	2010	1	0	0	0	0	1	0
232	Zhong, Q.; Wang, H.; Christensen, P.; McNeil, K.; Linton, M.; Payton, M.	Early prediction of the risk of scoring lower than 500 on the COMLEX 1	BMC Med Educ	21	1	70	2021	0	0	1	0	0	1	0
233	Zink T, Power DV, Finstad D, Brooks KD.	Is there equivalency between students in a longitudinal, rural clerkship and a traditional urban-based program?.	Family medicine.	42	10	702-6	2010	0	1	0	0	0	0	1

C1 = Comprehensive Osteopathic Medical Licensing Examination Level 1
C2 = Comprehensive Osteopathic Medical Licensing Examination Level 1 Cognitive Evaluation
S1 = United States Medical Licensing Examination Step 1
S2 = United States Medical Licensing Examination Step 2 CK