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176	Ripkey, D.R.; Case, S.M.; Swanson, D.B.	Identifying students at risk for performance 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 Students' 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.; O'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	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	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
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
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	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.; Alfonso 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