

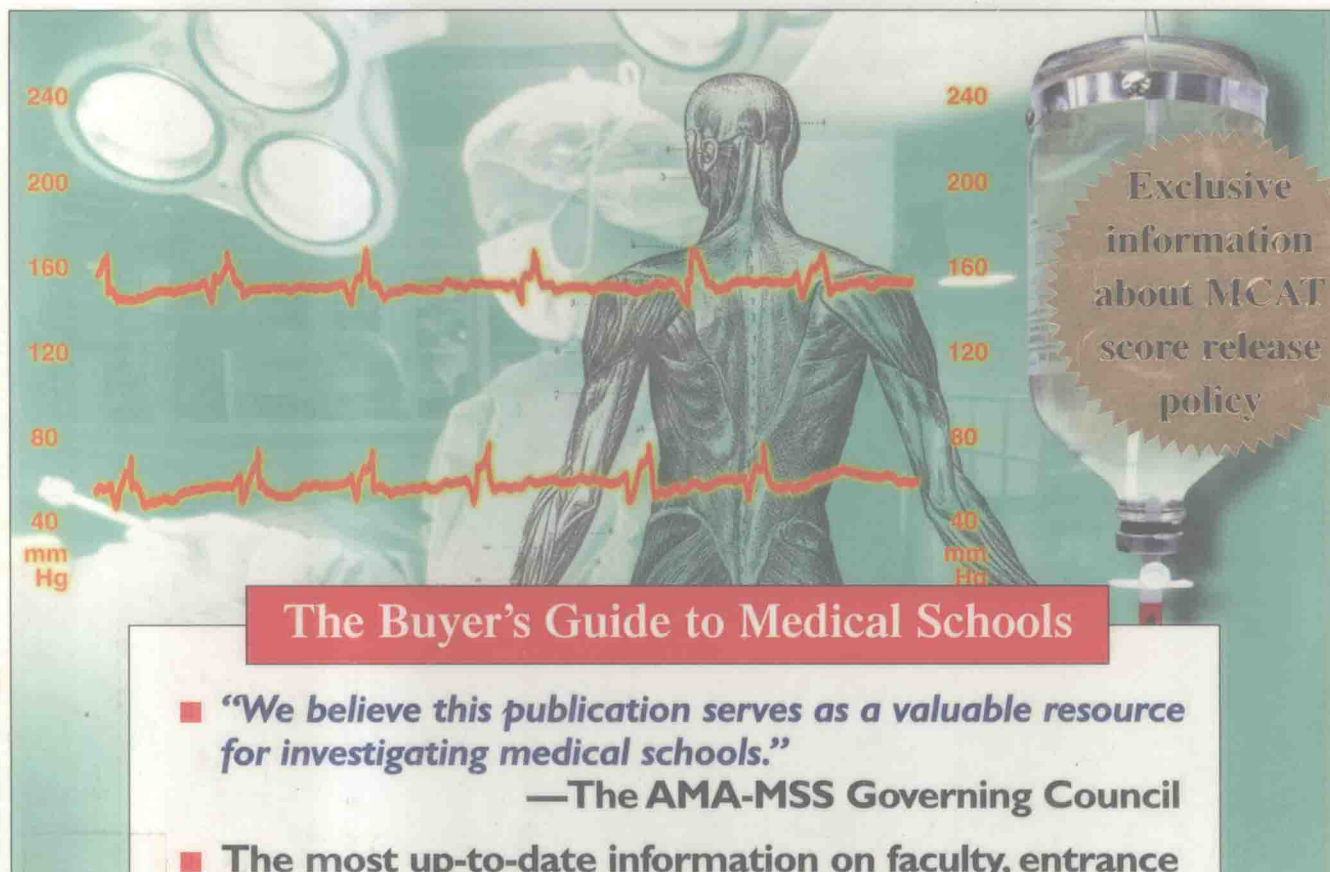
THE PRINCETON REVIEW

STUDENT ADVANTAGE GUIDE TO

THE
BEST

MEDICAL SCHOOLS

1997 EDITION



Exclusive
information
about MCAT
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Andrea Nagy

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THE PRINCETON REVIEW
STUDENT ADVANTAGE

GUIDE TO
M E D I C A L
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ACKNOWLEDGMENTS

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PREFACE

For the past ten years, The Princeton Review has offered preparatory courses and tutoring for standardized tests such as the SAT, MCAT, LSAT, GRE, and GMAT. More than 60,000 students took our courses last year, and hundreds of thousands have bought our books. At the center of our approach is helping students tear away the shroud of mystery that has surrounded these entrance exams for so many years. We show them how the tests are structured, what they're designed to measure, who writes them—and how to use this knowledge to their advantage. Students pay to take these exams, after all. And The Princeton Review has long been an advocate of a student's right to be an informed consumer.

Students are also the consumers of education. Before investing in a graduate or undergraduate degree, they have a right and an obligation to gather as much information as they can. Much of this information can be gotten from the schools themselves. However, we believe it's also important to consult students. It was for this reason that The Princeton Review created its Student Advantage guides to graduate and undergraduate programs. These books include *Student Advantage Guide to the Best 310 Colleges*, *Student Advantage Guide to Business Schools*, *Student Advantage Guide to Law Schools*, and *Student Advantage Guide to Medical Schools*.

Our approach was to provide not only basic admissions, demographic, and financial data, but to go to the students at each school and ask for their evaluations of their programs. We did this by visiting each campus and asking students to answer multiple-choice questions on subjects like the school's academics and the quality of life. Finally, we asked stu-

dents for their comments. We wanted you to hear from as many of your potential future classmates and colleagues as possible, to get a real sense of how satisfied they were with their choices.

Our efforts on undergraduate, law, and business schools campuses were highly successful. We spoke with more than 70,000 students and were able to provide readers with valuable information on the programs we covered. Our efforts to survey U.S. medical schools, on the other hand, brought us markedly different results. Of the 126 medical schools recognized by the Association of American Medical Colleges (AAMC), only two-thirds allowed us to speak with their students. We would like to thank those schools for helping us bring you much of the information in this book. Their participation gave us both broad and specific data that will be invaluable to anyone considering going into the medical field. The entries in this book for each of these schools contains quotations from

students who completed our student survey at that school.

When we asked the schools that didn't participate in our project the reason for their reluctance to allow us to set up a table or stand outside their buildings for a few hours one day, many schools offered no explanation. Some told us that filling out our (one page, multiple choice) questionnaire would be burdensome to their students. Most, however, cited an AAMC memorandum, sent to all accredited medical schools, that specifically mentioned our project and advised that the AAMC did not endorse the project and that all our requests for information should be directed to the AAMC itself. We were curious about this memo, so we got a copy for ourselves.

The memo expressed concern "about the burden of completing the questionnaires, the disposition and interpretation of the information once it was provided, and the possible effect the reporting burden would have on the completion of AAMC-related surveys" and advised the schools that they "should feel no obligation to complete these surveys." (The Princeton Review wasn't the only organization mentioned in the memo, by the way; we were paired with a right-wing anti-abortion group that had been mailing literature to students.)

We're disappointed that we couldn't provide you with student data from those schools that used this memo as a basis for refusing our request for information. On the other hand, this memo, and the reaction medical schools had to it, did bring up some interesting issues. First, are these medical schools hiding something? We couldn't figure it out. Maybe you can. But it would seem the medical profession is already mysterious enough to most people. Obscuring the

facts surrounding the training of future physicians only creates further mistrust in an era in which doctors' practices are increasingly scrutinized and criticized.

Second, the AAMC is the de facto governing body of American medical schools. *Medical School Admissions Requirements*, published annually by the AAMC, was—until this book was published—the only book of its kind. Based on their reaction to our book research, it would seem that the AAMC is very interested in maintaining its monopoly on information about medical school. We at The Princeton Review think you should be privy to what current students have to say about their programs, their teachers, and their schools in general—especially since visiting many campuses in person is difficult for most students. That's why we created this book—to provide the next best thing to questioning students yourself.

If medical schools have been wary of this book, however, it is interesting to note that the official AMA organization of medical students found *The Student Advantage Guide to Medical Schools* to be overall "quite valuable." This group, the American Medical Association—Medical Student Section (AMA—MSS) Governing Council, reviewed the book and offered us their approval as well as some valuable suggestions for the next edition. Future medical students should keep an eye out for this organization once they get to med school. With 35,000 members, the AMA—MSS is dedicated to improving medical education, developing leadership, and promoting activism for the health of America. AMA—MSS campus chapters provide a vehicle for local medical student initiatives through community service and educational programs. Furthermore, the student members at each medical

school are represented in the national AMA–MSS assembly, offering students a voice in setting the AMA’s advocacy agenda. We would like to thank the AMA Department of Medical Student Services for their help.

Despite the obstacles, we have given you the best medical school guide available. *The Student Advantage Guide to Medical Schools* provides information that can be found in no other publication. We hope you find it a useful tool, and we wish you good luck as you pursue your career in medicine!

If you have any questions, comments, or suggestions, please e-mail your insights to us via the Internet at Books@review.com. We appreciate your input and want to make our books as useful to you as they can be.

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A B O U T T H E A U T H O R

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CONTENTS

Acknowledgments vi

Preface viii

CHAPTER ONE 2

How to Use This Book

CHAPTER TWO 6

Applying to Medical School

CHAPTER THREE 16

Financing Medical School

CHAPTER FOUR 28

The Interview: Separating the Merely Qualified from the Truly Worthy

CHAPTER FIVE 43

School Profiles

Alphabetical Index 289

State Index 293

About the Author 297

THE PRINCETON REVIEW
STUDENT ADVANTAGE

GUIDE TO
M E D I C A L
S C H O O L S

1997 EDITION

BY ANDREA NAGY

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How TO USE THIS BOOK

How This Book Is Organized

The information for each school listed in this book is broken down into five sections of text (a short overview, followed by four sections on academics, student life, admissions, and financial aid, respectively). Also, at the end of each school listing is a sidebar column that tells you the school's *Gourman Report* rating (explained on page 8), demographics, admissions statistics, financial facts, and strengths.

Here's what you will find in the various sections of each school listing:

Overview

A brief description of how the school is generally characterized. Here also may appear statements concerning the school's self-perception, including comments we solicited directly from the school's medical students.

Academics

Concerned mostly with curriculum and academic facilities, this section, whenever possible, also contains comments from students on how they feel about their teachers, their classes, and the program in general.

We include in this section information about the school's grading and promotion policies, for example whether the school uses letter grades or an "Honors/

Pass/Fail" system. You will also find here the school's policy on passing the USMLE, a series of three exams prepared through a joint effort between the National Board of Medical Examiners (NBME) and the Federation of State Licensing Boards. Many med schools use a passing grade on Step I of the USMLE as a criterion for promotion from second-year to third- and fourth-year clerkships, and use a passing grade on Step II as a criterion for graduation. Finally, this section lists the additional degree programs, for example MD/PhD or MD/MPH, that are available at the school.

Student Life

At every medical school we were permitted to survey, we asked the students to tell us what life is like both on campus

and off. Competitiveness, safety, and cost of living are just some of the issues dealt with in this section. Here is where you will find students reflecting on their life in medical school.

Admissions

This section details what the school is looking for in its prospective students. Also listed in this section are special programs for members of underrepresented minorities, as well as a brief description of the school's transfer policy.

Financial Aid

What kind of resources does the school offer to ease the financial burden of medical school? This section will tell you.

Sidebar

The shaded column at the end of each school listing contains the school's *Gourman Report* rating and the following information:

Demographics

Percent of men, percent of women, and percent of underrepresented minorities (African Americans, Native Americans, Mexican Americans, and mainland Puerto Ricans) of the most recently reported entering class.

Admissions Facts

AMCAS: Whether or not the school participates in The American Medical College Application Service.

Application fee: The fee charged to every applicant to the school.

DEADLINES & NOTIFICATION

The dates by which all application materials must be received by the school for regular admission and early decision ap-

plications, and the dates by which prospective students will be notified of the school's decisions concerning regular admission and early decision.

Early Decision application: The deadline for submission of application materials under the Early Decision plan.

Early Decision notification: The date by which prospective students who have applied under the Early Decision plan will be notified of the school's decision.

applied: The total number of people who applied to the school in the most recently reported year, presented as the number of state residents and the number of non-residents who applied.

% interviewed: The percent of applicants who interviewed at the school in the most recently reported year. Also broken down in terms of state residency.

% matriculated: The percentage of people who interviewed who actually entered the school as first year medical students in the most recently reported entering class. The figures for in-state and out-of-state tell you the percentage of interviewees who matriculated, who were residents and non-residents, respectively.

AVERAGE GPA

Overall undergraduate grade point average of the students who matriculated in the most recently reported entering class. Wherever possible, this figure is broken down to reflect the grade point average of these students in science courses and non-science courses, respectively.

AVERAGE MCAT

Average MCAT scores of the students who matriculated in the most recently reported entering class, broken down into the following areas: Biology, Verbal, Physics, and Essay.

MCAT Score Release Policy: The school's admissions policy regarding withheld MCAT scores. (The MCAT score release system is explained in more detail on page 13.) Note: Not all schools responded to our inquiries about this policy.

Financial Facts

TUITION AND FEES

Most recent yearly tuition figures available for both state residents and non-residents. This figure includes student fees, which can be substantial at some medical schools.

On-campus living expenses: Estimated yearly costs of on-campus housing and living expenses.

Off-campus living expenses: Estimated yearly costs of off-campus housing and living expenses.

FINANCIAL AID

% receiving some form of aid: Percentage of medical students at the school receiving some sort of financial aid.

Merit scholarships: Whether the school offers scholarships based on merit.

Average debt: The average debt incurred by graduates of the school.

Strengths

Particularly strong aspects of the school, as reported by student surveys and school officials, are listed here.

