



AMCAS REPORT - 2025 ENTERING CLASS

Applicant Copy

REPORT DATE: 07/08/2024 03:10 AM	SUBMISSION DATE: 05/29/2024 03:55 AM	PROCESSED DATE: 06/14/2024 03:18 PM
Applicant's Legal Name: Ms. Enkhtungalag Chuluunbaatar	AAMC ID: 15488261	Page: 1

IDENTIFYING INFORMATION

ID Type: Number(s):

School ID: 11300695, 3573830, 754391426

Name Type: Name (Salutation First Middle Last, Suffix)

Legal: Ms. Enkhtungalag Chuluunbaatar

Preferred: Enkhtungalag Chuluunbaatar

DOB: 12/21/1988 **Birthplace:** Bayan-Agt, Mongolia **Citizenship:** Mongolia

Legal Residence: Cuyahoga (U), OH **Visa Status:** Permanent Resident

CONTACT INFORMATION

Preferred:

Address: 11426 Fairchild Ave, down unit **Email:** chuluue@gmail.com

City, State Zip, Country: Cleveland, OH 44106, United States of America (the) **Day:** 2063260624

County: Cuyahoga (U) **Eve:**

Fax:

Permanent:

Address: 11426 Fairchild Ave, down unit **Email:** chuluue@gmail.com

City, State Zip, Country: Cleveland, OH 44106, United States of America (the) **Day:** 2063260624

County: Cuyahoga (U) **Eve:**

Fax:

BIOGRAPHIC INFORMATION

Gender: Woman	Birth Date: 12/21/1988	Dependents: 0
Legal USA Resident: Yes	Birthplace: Bayan-Agt, Mongolia	
Legal Residence: Cuyahoga (U), OH	Visa Status: Permanent Resident	Ethnic Self-Identification: Not Hispanic or Latino
Citizenship: Mongolia	Racial Self-Identification: Asian Some other Asian(Mongolian)	Tribal Affiliation:
Military Service: No	Gender Identity: Woman	American Indian or Alaskan Native Tribe: No
Anticipated Status at time of enrollment:	Designated Pronoun:	
Separation Date:		

Language Information

Language(s)	Proficiency	Use in Childhood Home
Turkish	Basic	Rarely



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Language Information

Language(s)	Proficiency	Use in Childhood Home
French	Fair	Never
English	Native/functionally native	Rarely
Mongolian	Native/functionally native	Always

OTHER VISA TYPE DESCRIPTION

CHILDHOOD INFORMATION

Primary Childhood Residence		Underserved (Self-Reported):	Yes
City:	Darkhan	Family Income Level:	Less than \$25,000
		Number in Household:	5
		Family Assistance Program:	Don't Know
Country:	Mongolia	Paid Employment before 18:	Yes
Description:	Rural	Contribution to Family:	Yes
		Pell Grant received as undergraduate:	No
		Paid for Post-Secondary Education:	
			Academic Scholarship 0%
			Financial Need-Based Scholarship 5%
			Student Loan 0%
			Other Loan 20%
			Family Contribution 45%
			Applicant Contribution 30%
			Other 0%



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OTHER IMPACTFUL EXPERIENCES

Other Impactful Experiences?: Yes

Explanation: I faced serious financial insecurity for a long time, particularly in my earlier educational journey. Coming from a low-income family, I needed to work multiple jobs simultaneously while studying to pay for my overseas tuition. This detracted from my time and energy to succeed academically and also left little time for professional opportunities such as unpaid internships.

The financial strain was immense. My parents' home was nearly seized by the bank on several occasions. I had to take a full semester off to work to help pay back the loans. I became used to going hungry and without medical care. Lack of funds prevented me from seeing my family for many years, deeply affecting my well-being. Navigating multiple foreign countries alone at a young age, with no support system and language barriers, I confronted issues of safety, sexism, and prejudice.

Overcoming these struggles taught me adaptability, creative problem-solving, and resourcefulness. Over time, I developed resilience and self-confidence. I learned to forge strong friendships and build community wherever I go. Having experienced challenging life circumstances, I now have more empathy and compassion as a healthcare provider. I feel very privileged to be able to pursue my dream of studying and practicing medicine as a second career.

PARENTS AND GUARDIANS

Parent/Guardian Name	Gender	Living?	Legal Residence: (County/State/Country)	Education Level	School Name	Occupation
Chimedtogtokh	Woman	Yes	Mongolia	Bachelor Degree (BA,BS,etc)	National University of Mongolia	Accountant, Auditor
Chuluunbaatar	Man	Yes	Mongolia	Masters Degree	University of Science and Technology	Engineer

SES DISADVANTAGED

SES Disadvantaged: NA

FIRST GENERATION

First Generation: No

SIBLINGS

Age	Gender
27	Man
37	Man

ADDITIONAL APPLICATION INFORMATION

Previous Matriculation: No

Explanation of Reapplication:



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ADDITIONAL APPLICATION INFORMATION

Institutional Action:

No

Explanation of Institutional Action:

Category:

Felony:

No

Explanation of Felony:

Misdemeanor:

No

Explanation of Misdemeanor Conviction:

US Military Discharge:

No

Honorable Discharge:

Explanation of Discharge Other than Honorable:

ACADEMIC RECORD

Semester Hours and AMCAS grades will appear only when your application is Processed

School Name	Status	Year	Term	Course Class	Course No.	Course Name	Course Type	OT Hours	Sem Hours	OT Grade	AMCAS Grade	AMCAS Use
Sunway University	FR	2007 - 2008	S1	BIOL	BIOL111	CELL BIOL GENETICS	Pass/Fail (PF)	4.00			P	✗
Sunway University	FR	2007 - 2008	S1	ARTS	THEA940L	LD GE 4		3.00	3.00	BC	BC	/
Sunway University	FR	2007 - 2008	S1	BESS	SOC930U	UD GE 3		3.00	3.00	C	C	/
Sunway University	FR	2007 - 2008	S1	BESS	PSYC907L	LD ELECTIVE		3.00	3.00	BC	BC	/
Sunway University	FR	2007 - 2008	S1	BESS	PSYC100	INTRO TO PSYCH		3.00	3.00	C	C	/
Sunway University	FR	2007 - 2008	S1	GOVT	POLS102	INTRO TO POLITICS		3.00	3.00	C	C	/
Sunway University	FR	2007 - 2008	S1	MATH	MATH917L	LD GE 1B		3.00	3.00	A	A	/
Sunway University	FR	2007 - 2008	S1	HIST	HIST102	W CIV SINCE 1660		3.00	3.00	C	C	/
Sunway University	FR	2007 - 2008	S1	NPSC	GEOG178	CONS OF ENVIRONM		4.00	4.00	AB	AB	/
Sunway University	FR	2007 - 2008	S1	ENGL	ENGL110	INTR COLL WRITING		4.00	4.00	BC	BC	/
Sunway University	FR	2007 - 2008	S1	COMM	CJ105	COMM IN INFO AGE		3.00	3.00	BC	BC	/



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Sunway University	FR	2007 - 2008	S1	COMM	CJ907L	LD ELECTIVE		3.00	3.00	B	B	✗
Sunway University	FR	2007 - 2008	S1	COMM	CJ201	INTRO INTERPR COM		3.00	3.00	BC	BC	✗
Sunway University	FR	2007 - 2008	S1	COMM	CJ202	SPEECH FUNDAMENTALS		3.00	3.00	B	B	✗
Sunway University	FR	2007 - 2008	S1	COMP	CS100	COMPUTR INFO TECH		3.00	3.00	A	A	✗
Sunway University	FR	2007 - 2008	S1	SSTU	ELEC940L	LD GE 4		3.00	3.00	BC	BC	✗
Western Michigan University	SO	2007 - 2008	S2	HEAL	ADA2250	Drug Use: Per/Soc Impact		3.00	3.00	A	A	/
Western Michigan University	SO	2007 - 2008	S2	COMM	COM3700	Interpersonl Comm II		3.00	3.00	B	B	/
Western Michigan University	SO	2007 - 2008	S2	FLAN	FREN1000	Basic French I		4.00	4.00	BA	AB	/
Western Michigan University	SO	2007 - 2008	S2	PHIL	PHIL2250	Deductive Logic		3.00	3.00	BA	AB	/
Western Michigan University	SO	2007 - 2008	S2	BESS	PSY2500	Abnormal Psychology		3.00	3.00	C	C	/
University of Wisconsin-Eau Claire	SO	2008 - 2009	S2	COMM	CJ270	PUBLIC RELATIONS		3.00	3.00	B+	B+	✗
University of Wisconsin-Eau Claire	SO	2008 - 2009	S2	ENGL	ENGL332	WOMEN AFRICAN LIT		3.00	3.00	B+	B+	✗
University of Wisconsin-Eau Claire	SO	2008 - 2009	S2	NPSC	GEOL110	PHYSICAL GEOLOGY		4.00	4.00	B+	B+	✗
University of Wisconsin-Eau Claire	SO	2008 - 2009	S2	HEAL	KINS186	WELL & FITNESS		2.00	2.00	A	A	✗
University of Wisconsin-Eau Claire	SO	2008 - 2009	S2	PHIL	RELS100	WORLD RELIGIONS		3.00	3.00	A	A	✗
University of Wisconsin-Eau Claire	SR	2009 - 2010	S1	COMM	CJ300	RESEARCH METHODS		3.00	3.00	B+	B+	✗
University of Wisconsin-Eau Claire	SR	2009 - 2010	S1	COMM	CJ302	HUMAN COMM THEORY		3.00	3.00	B+	B+	✗
University of Wisconsin-Eau Claire	SR	2009 - 2010	S1	COMM	CJ310	COMM CRITICISM		3.00	3.00	B	B	✗



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School Name	Status	Year	Term	Course Class	Course No.	Course Name	Course Type	OT Hours	Sem Hours	OT Grade	AMCAS Grade	AMCAS Use
University of Wisconsin-Eau Claire	SR	2009 - 2010	S1	COMM	CJ406	PERSUASION		3.00	3.00	B+	B+	✗
University of Wisconsin-Eau Claire	SR	2009 - 2010	S1	BESS	ECON104	PRIN OF MACROECON		3.00	3.00	B	B	✗
University of Wisconsin-Eau Claire	SR	2009 - 2010	S1	PHIL	MATH291	SPECIAL TOPICS PROB & INFER LOGIC		1.00	1.00	B	B	✗
University of Wisconsin-Eau Claire	SR	2009 - 2010	S2	COMM	CJ301	INTERCULTURAL COM		3.00	3.00	A-	A-	/
University of Wisconsin-Eau Claire	SR	2009 - 2010	S2	COMM	CJ307	SMALL GROUP COMM		3.00	3.00	A-	A-	/
University of Wisconsin-Eau Claire	SR	2009 - 2010	S2	COMM	CJ459	RESEARCH SEMINAR		3.00	3.00	A-	A-	/
University of Wisconsin-Eau Claire	SR	2009 - 2010	S2	COMM	CJ499	INDEPENDENT STUDY		3.00	3.00	B	B	/
University of Wisconsin-Eau Claire	SR	2009 - 2010	S2	HIST	HIST192	CURR WORLD CONFLI		3.00	3.00	B	B	/
University of Wisconsin-Eau Claire	SR	2009 - 2010	S2	GOVT	POLS334	INTL POL ECONOMY		3.00	3.00	B-	B-	/
University of Wisconsin-Eau Claire	SR	2010 - 2011	SS	COMM	CJ498	INTERNSHIP		1.00	1.00	A	A	/
University of Wisconsin-Eau Claire	SR	2010 - 2011	SS	BESS	GEOG367	LDSP ANALYSIS: CULT		3.00	3.00	B+	B+	/
University of Helsinki	GR	2011 - 2012	S1	COMM	403180	Epistemology and Criticism		5.00		4		≠
University of Helsinki	GR	2011 - 2012	S1	BESS	405572	Theories and Methodologies		5.00		3		≠
University of Helsinki	GR	2011 - 2012	S1	COMM	405573	Intercultural Communication Conference		5.00		3		≠
University of Helsinki	GR	2011 - 2012	S1	COMM	405573	Multicultural Teamwork- Theory and Practice		5.00		4		≠
University of Helsinki	GR	2011 - 2012	S1	GOVT	715023	Intergration Processes: Cross-Disciplinary Perspective		4.00		3		≠



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School Name	Status	Year	Term	Course Class	Course No.	Course Name	Course Type	OT Hours	Sem Hours	OT Grade	AMCAS Grade	AMCAS Use
University of Helsinki	GR	2011 - 2012	S1	GOVT	740309a	Multiculturalism, Immigration, Acculturation		3.00		4		≠
University of Helsinki	GR	2012 - 2013	S2	COMM	404298	Profeciency in International Contexts		5.00		4		≠
University of Helsinki	GR	2012 - 2013	S2	FLAN	405480	Pre-intermediate Modern Turkish Conversation, Phonetics		5.00		4		≠
University of Helsinki	GR	2012 - 2013	S2	BESS	405573	Disability, Society & Culture		5.00		4		≠
University of Helsinki	GR	2012 - 2013	S2	GOVT	405573	History of Racism in the West		5.00		3		≠
University of Helsinki	GR	2012 - 2013	S2	COMM	405573	Current Themes in Studia Intercultura		5.00		3		≠
University of Helsinki	GR	2012 - 2013	S2	COMM	405574	Learning & Intercultural Training in Professional Conte		5.00		4		≠
University of Helsinki	GR	2012 - 2013	S2	GOVT	405574	Immigration & Integration Services: Finnish Perspective		5.00		4		≠
University of Helsinki	GR	2012 - 2013	S2	FLAN	99317	Practical French	Pass/Fail (PF)	2.00		PASS		≠
University of Helsinki	GR	2012 - 2013	S2	COMM	993734	Academic Writing	Pass/Fail (PF)	2.00		PASS		≠
University of Helsinki	GR	2012 - 2013	S2	BESS	740205	Minorities and Majorities		3.00		3		≠
University of Helsinki	GR	2013 - 2014	S1	COMM	404297	Introductory Thesis Seminar	Pass/Fail (PF)	3.00		PASS		≠
University of Helsinki	GR	2013 - 2014	S2	FLAN	473724	Basic Finnish		3.00		4		≠
University of Helsinki	GR	2013 - 2014	S2	BESS	473721	Advanced Course in Research (in Finnish)		5.00		2		≠
University of Helsinki	GR	2013 - 2014	S2	BESS	473724	Advanced Research Written Exam		6.00		4		≠
University of Helsinki	GR	2013 - 2014	S2	COMP	6000009	Information, Computer, Technology Skills Test	Pass/Fail (PF)	3.00		PASS		≠



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School Name	Status	Year	Term	Course Class	Course No.	Course Name	Course Type	OT Hours	Sem Hours	OT Grade	AMCAS Grade	AMCAS Use
University of Helsinki	GR	2014 - 2015	S2	BESS	473658	Graduate Thesis		40.00		A		≠
University of Burgundy	GR	2012 - 2013	S1	COMM	403189	Research Methods		6.00		4		≠
University of Burgundy	GR	2012 - 2013	S1	BESS	405573	Interdisciplinary Perspectives: French Civilization		8.00		4		≠
University of Burgundy	GR	2012 - 2013	S1	COMM	405573	Intercultural Competence: New Media		2.00		4		≠
University of Sorbonne Nouvelle	PB	2015 - 2016	S1	FLAN	DULF	French Basic		12.00				≠
University of Sorbonne Nouvelle	PB	2015 - 2016	S2	FLAN	DULF	French Intermediate		12.00				≠
Case Western Reserve University	PB	2021 - 2022	S2	BESS	PSCL101	General Psychology I		3.00	3.00	A	A	/
Case Western Reserve University	PB	2021 - 2022	S2	BIOL	BIOL214	Genes, Evolution and Ecology		3.00	3.00	A	A	/
Case Western Reserve University	PB	2021 - 2022	S2	BESS	SOCI101	Introduction to Sociology		3.00	3.00	A	A	/
Case Western Reserve University	PB	2021 - 2022	S2	BIOL	BIOL214L	Genes, Evolution and Ecology Lab		1.00	1.00	A	A	/
Case Western Reserve University	PB	2022 - 2023	SS	CHEM	CHEM105	Principles of Chemistry I		3.00	3.00	B	B	/
Case Western Reserve University	PB	2022 - 2023	SS	CHEM	CHEM106	Principles of Chemistry II		3.00	3.00	B	B	/
Case Western Reserve University	PB	2022 - 2023	SS	CHEM	CHEM113	Principles of Chemistry Lab		2.00	2.00	A	A	/
Case Western Reserve University	PB	2022 - 2023	SS	MATH	STAT201	Bas Stat Soc Sci & Life Sci		3.00	3.00	A	A	/
Case Western Reserve University	PB	2022 - 2023	S1	BIOL	BIOL216	Development and Physiology		3.00	3.00	B	B	/
Case Western Reserve University	PB	2022 - 2023	S1	BIOL	MGRD310	Intro to Clinical Inquiry		3.00	3.00	A	A	/
Case Western Reserve University	PB	2022 - 2023	S1	CHEM	CHEM233	Intro Organic Chemistry Lab		2.00	2.00	A	A	/



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Case Western Reserve University	PB	2022 - 2023	S1	CHEM	CHEM223	Intro to Organic Chemistry I		3.00	3.00	A	A	/
Case Western Reserve University	PB	2022 - 2023	S2	CHEM	CHEM224	Intro to Organic Chemistry II		3.00	3.00	B	B	/
Case Western Reserve University	PB	2022 - 2023	S2	CHEM	CHEM234	Intro Organic Chemistry Lab II		2.00	2.00	A	A	/
Case Western Reserve University	PB	2022 - 2023	S2	BIOL	BIOL216L	Development and Physiology Lab		1.00	1.00	A	A	/
Case Western Reserve University	PB	2023 - 2024	S1	PHYS	PHYS115	Introductory Physics I		4.00	4.00	A	A	/
Case Western Reserve University	PB	2023 - 2024	S1	CHEM	CHEM328	Introductory Biochemistry I		3.00	3.00	B	B	/
Case Western Reserve University	PB	2023 - 2024	S2	BIOL	MGRD311	Intro to Clinical Inquiry II		3.00	3.00	A	A	/
Case Western Reserve University	PB	2023 - 2024	S2	OTHR	MGRD425	Leadership and Prof Dev Biomed	Pass/Fail (PF)	0.00		P	P	/
Case Western Reserve University	PB	2024 - 2025	S1	PHYS	PHYS122	General Physics II - Electricity and Magnetism	Current/Future (CC)	4.00				○
Geneva College	PB	2023 - 2024	S2	BIOL	BIOD210	Genetics	Current/Future (CC)	3.00				○

EDUCATION

High School Location of School	Mongolian-Turkish High School Darkhan, Mongolia	GradYr:2005
NCES ID: Public/Private: Total Students: Locale: Title 1 Status:	Grade 12 Size: Pupil/Teacher Ratio: %Free Reduced Lunch: %Free & Reduced Lunch Percentile Rank:	



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Post High School

School	City	State/Province	Country	Dates	Program Level	Major	Minor	Degree - Degree Date
Sunway University-Main Program	Subang Jaya		Malaysia	09/2007 - 12/2007	Undergraduate	Communications	Psychology	No Degree Expected -
Western Michigan University-Main Program	Kalamazoo	MI	United States of America (the)	01/2008 - 05/2008	Undergraduate	Pre-Communication	No Minor	No Degree Expected -
University of Wisconsin-Eau Claire-Main Program	Eau Claire	WI	United States of America (the)	01/2009 - 08/2010	Undergraduate	Public Communications	Global Studies	Bachelor of Arts - 08/2010
University of Helsinki-Main Program	Helsinki		Finland	08/2011 - 05/2014	Graduate	Phonetics, Speech Communication	No Minor	Master of Arts in Intercultural Communications - 05/2014
University of Burgundy-Main Program	Dijon		France	09/2012 - 12/2012	Graduate	No Major	No Minor	No Degree Expected -
University of Sorbonne Nouvelle-Main Program	Paris		France	09/2014 - 05/2015	Undergraduate	No Major	No Minor	No Degree Expected -
Case Western Reserve University-Main Program	Cleveland	OH	United States of America (the)	01/2022 - 12/2024	Postbaccalaureate Undergraduate	No Major	No Minor	No Degree Expected -
Geneva College-Main Program	Beaver Falls	PA	United States of America (the)	01/2024 - 07/2024	Postbaccalaureate Undergraduate	No Major	No Minor	No Degree Expected -

VERIFIED GRADE POINT AVERAGES

GPA Calculations will appear only when your application status is Processed

Status	BCPM		AO		Total	
	GPA	Hours	GPA	Hours	GPA	Hours
High School						
Freshman	4.00	3.00	2.63	44.00	2.71	47.00
Sophomore			3.37	31.00	3.37	31.00
Junior						
Senior			3.26	38.00	3.26	38.00
Postbaccalaureate Undergraduate	3.64	42.00	4.00	6.00	3.69	48.00
Cumulative Undergraduate	3.67	45.00	3.09	119.00	3.25	164.00
Graduate						
Supplemental Hours:	P/F - Pass: 4.00	P/F - Fail:	A/P:	CLEP:	OTHER:	



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MCAT EXAM SCORES

MCAT Scores After January 31, 2015

Test Date	Total Score	Confidence Band ¹	Percentile Rank of Score ²	Chemical and Physical Foundations of Biological Systems		Critical Analysis and Reasoning Skills		Biological and Biochemical Foundations of Living Systems		Psychological, Social, and Biological Foundations of Behavior		Percentile Rank Effective Date
				Score	Percentile Rank of Score ²	Score	Percentile Rank of Score ²	Score	Percentile Rank of Score ²	Score	Percentile Rank of Score ²	

¹Test scores, like other measurements, are not perfectly precise. The confidence bands that are shown for the Total Scores above mark the ranges in which your true scores probably lie. To obtain the confidence band for each section score, subtract one point from and add one point to the score.

²The percentile ranks of scores are the percentages of test takers who received the same scores or lower scores than you did. The percentile ranks are updated on May 1 every year to reflect the results from the three most recent previous calendar years.

Addl 2024 MCAT Intent Date: 06/15/2024

MCAT Scores Before January 31, 2015

Test Date	Total Score	Confidence Band ¹	Percentile Rank of Score ²	Physical Sciences		Verbal Reasoning		Writing Sample		Biological Sciences	
				Score	Percentile Rank of Score ²	Score	Percentile Rank of Score ²	Score	Percentile Rank of Score ²	Score	Percentile Rank of Score ²

¹Test scores, like other measurements, are not perfectly precise. The confidence bands that are shown for the Total Scores above mark the ranges in which your true scores probably lie. To obtain the confidence band for each section score, subtract one point from and add one point to the score (or, in the case of the Writing Sample, subtract and add one letter).

²The percentile ranks of scores are the percentages of test takers who received the same scores or lower scores than you did. The percentile ranks are based on tests administered from January 2012 through September 2014.

PREview Scores

Test Date	Total Score	Confidence Band ¹	Percentile Rank of Score ²	Percentile Rank Effective Date
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¹Similar to all standardized exams, a score on the AAMC PREview[®] exam is not perfectly precise. A score can be affected by many factors. The Confidence Band marks the range in which your "true score" likely lies and is intended to discourage distinctions between examinees with similar scores.

²Percentile Rank is the percentage of examinees who received the same or lower score than you did. The percentile ranks are updated by early May of each year online at AAMC PREview[®] Professional Readiness Exam | AAMC to reflect the results from the 2 most recent previous calendar years.

Addl 2024 PREview Intent Date: 21/06/2024

OTHER TEST SCORES

Test Name	Test Date	Test Section	Test Score
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EXPERIENCE

Experience Type:	Paid Employment - Medical/Clinical	Most Meaningful Experience: Yes
Experience Name:	Emergency Medical Technician	Completed:
		Date: 02/2023 - 05/2024 Hours: 600
Contact Name & Title:	Joshua Hartman, Regional Director	
Contact Email:	joshua.hartman@mmtamb.com	Contact Phone: 2167219660
Organization Name:	Midwest Medical Transport Ambulance	
City / State / Country:	Cleveland / OH / United States of America (the)	
Experience Description:	I worked as an EMT-Basic on an interfacility transport ambulance serving all Cleveland Clinic locations in northern Ohio. I took patient histories, monitored vitals, provided treatment, and communicated with other healthcare providers. I expanded my medical knowledge and clinical skills while caring for a diverse patient population of all backgrounds, ages, and conditions. Importantly, I learned to build rapport and establish trust with patients, helping me better advocate for their care. Working with a partner on long shifts refined my communication and teamwork abilities, prioritizing top-quality patient care. I was awarded an "Outstanding Patient Care" certificate within my first month.	
Most Meaningful Experience Remarks:	<p>Providing direct patient care as an EMT, I observed how medicine acts to bridge our differences. I recall bracing myself mentally as I entered the room of a patient dubbed "racist and combative" by floor staff. Upon introduction, the patient looked at me with distrust and defiance. I smiled, made eye contact, informed him what I was doing, and made the transport as comfortable as possible. During that half-hour transport, we both relaxed as he told me about his stay in the hospital and his life in the nursing home. The sentiment was mutual when he thanked me with a big smile as I bid him well.</p> <p>Because of my EMT work, I'm more cognizant of the importance of being patient and empathetic as a healthcare provider. It reinforced my view that all patients, no matter where they come from or how they act at first, deserve respect and understanding. Being an EMT has been one of the most rewarding jobs I've ever worked, and it has only strengthened my intent to become a doctor so I can do more to help patients. These encounters have taught me that to be a strong healthcare professional, it's critical to maintain a kind and patient-centered attitude. I will apply these lessons throughout my medical career, ensuring that every patient is treated with dignity and respect.</p>	
Experience Type:	Community Service/Volunteer - Medical/Clinical	Most Meaningful Experience: No
Experience Name:	Volunteer in Adult Emergency Department	Completed:
		Date: 03/2022 - 05/2024 Hours: 40
Contact Name & Title:	Carol Passerell, Volunteer Services Manager	Anticipated:
		Date: 08/2024 - 05/2025 Hours: 100
Contact Email:	Carol.Passerell@uhhospitals.org	Contact Phone: 4405682221
Organization Name:	University Hospitals Cleveland Medical Center	
City / State / Country:	Cleveland / OH / United States of America (the)	
Experience Description:	I assist with ED operations, prepare rooms for new patients and deliver samples to the lab, helping nurses and doctors to focus on patient care. I meet patients' needs by providing updates, blankets, snacks, and company. While not treating patients directly, I find supporting them through their anxiety and fear surrounding their ED visit immensely rewarding. I frequently ask providers about conditions and treatments, deepening my medical knowledge. A memorable moment was when a resident taught me to stitch a facial laceration, illustrating how willing professionals share knowledge when approached respectfully. In this role, I am learning skills to provide patient-centered care.	



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EXPERIENCE

Experience Type:	Publications	Most Meaningful Experience: Yes
Experience Name:	The Geographies of COVID-19	Completed: Date: 02/2022 Hours: 1000
Contact Name & Title:	Melinda Laituri, Founding Director of the Geospatial Centroid	
Contact Email:	melinda.laituri@colostate.edu	Contact Phone: 9704910292
Organization Name:	Colorado State University	
City / State / Country:	Fort Collins / CO / United States of America (the)	
Experience Description:	During the COVID-19 pandemic, I led the "Cities COVID Mitigation and Mapping Project" in Ulaanbaatar, Mongolia, investigating barriers to health service access. Supported by the MapGive Initiative of the U.S. Department of State, I conducted a vulnerability assessment study and coordinated the creation of the country's first comprehensive health service information portal. Our findings revealed critical gaps and a drastic decrease in healthcare access across the board, highlighting the urgent need for better healthcare planning and disaster preparedness. I published a chapter in the book "The Geographies of COVID-19" and presented the results at a virtual symposium at Harvard University.	
Most Meaningful Experience Remarks:	I conducted this initiative through Public Lab Mongolia, a non-profit I co-founded five years ago. The focus of my organization is to confront public and environmental health issues through open data and collaboration. I am proud of my team's results, especially considering the trying circumstances. I was stranded in the U.S. at the time, living on a Mongolian salary too low to cover my costs. My team in Ulaanbaatar risked their health during fieldwork amid high infection rates and a lack of PPE. Collaborating with researchers internationally and navigating many logistical challenges enhanced my capacity as a resilient leader and teammate. The insights we gathered through the project made me acutely aware of medical access inequities and the devastating consequences for the most vulnerable. My team and I documented patients dying from preventable illnesses, unable to access the overwhelmed health system. Like many, I lost family members because they were forced to miss scheduled cancer treatments or due to delayed emergency medical services. We chronicled incidents where healthcare was denied, such as when a COVID-19-positive mother and newborn were thrown out of a maternity hospital into the -40°C winter. This fueled my determination to become a physician providing direct and compassionate care.	



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EXPERIENCE

Experience Type:	Other	Most Meaningful Experience:	Yes
Experience Name:	Post-baccalaureate pre-med program	Completed:	
Contact Name & Title:	Anthony Saar, PRIME Program Director	Date:	01/2022 - 05/2024 Hours: 3000
Contact Email:	ats15@case.edu	Anticipated:	
Organization Name:	Case Western Reserve University	Date:	09/2024 - 12/2024 Hours: 250
City / State / Country:	Cleveland / OH / United States of America (the)	Contact Phone:	2163685296
Experience Description:	Moving to Cleveland to begin my pre-medical studies was a leap of faith and the start of a transformative chapter. After a decade in another field, enrolling in the hard sciences was both challenging and rewarding. Studying with other premeds in a setting with cutting-edge research and innovative medical practice was enriching. Cleveland's medical centers and research institutions provided unique opportunities to attend lectures on the latest treatments, gain clinical experience, and engage in cognitive science studies. My post-baccalaureate experience hardened my resolve to train in and practice medicine in the U.S.'s outstanding medical system.		
Most Meaningful Experience Remarks:	<p>My time as a pre-med student enriched my view of medicine as a science and a practice. Studying life's chemical, biological, and physical foundations has been extremely motivating. Learning about scientific strides such as CRISPR-Cas9 sparked my interest in biomedical research. I liked learning the foundational physics concepts that explain imaging modalities upon which doctors rely. My clinical inquiry courses taught me applications of anatomy and physiology via stimulating patient cases while exploring bioethics and health inequities.</p> <p>As a healthcare provider and a patient, my interactions with health professionals in the U.S. have been deeply insightful. During physical therapy for a knee injury, I gained first-hand appreciation for patient education. I saw that equipping patients with information is essential for improving health outcomes, and this insight has guided my own approach to patient care.</p> <p>My gap-year plans will continue to refine my knowledge and skillset to succeed in medical school and develop as a physician. I will be working as a Clinical Tech in the Cardiovascular ICU at Cleveland Clinic to expand my medical experience. I also plan to volunteer with the Red Cross as a health liaison in the Disaster Action Team, helping people prevent and recover from home fires.</p>		
Experience Type:	Teaching/Tutoring/Teaching Assistant	Most Meaningful Experience:	No
Experience Name:	BLS instructor	Completed:	
Contact Name & Title:	Fidel Garcia, Paramedic and Owner	Date:	04/2021 - 09/2021 Hours: 84
Contact Email:	Fidel@proemsedu.com	Contact Phone:	9702548135
Organization Name:	Professional EMS Education, State of Colorado Training Group		
City / State / Country:	Grand Junction / CO / United States of America (the)		
Experience Description:	As a volunteer BLS instructor in rural Colorado, I taught CPR and first aid to health clinics and school districts. I also assisted in EMT-B training and the national registry skills exam. During a weekend-long mass casualty training for first-year medical students, I instructed at the "Stop the Bleed" booth. Experiencing realistic scenarios like car accidents, meth house fires, and school shootings honed my EMS skills, improved my ability to work in a chain of command, and enhanced my triage skills while ensuring team safety. I met inspiring medical students, local firefighters, and community members who contributed to the insightful experience highlighting the demands of rural medicine.		



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EXPERIENCE

Experience Type:	Leadership - Not Listed Elsewhere	Most Meaningful Experience: No
Experience Name:	Air Quality Inquiry Program	Completed: Date: 04/2020 - 05/2024 Hours: 1000
Contact Name & Title:	Daniel Knight, Associate Research Professor	Anticipated: Date: 08/2024 - 05/2025 Hours: 250
Contact Email:	daniel.knight@colorado.edu	Contact Phone: 3037355045
Organization Name:	University of Colorado Boulder	
City / State / Country:	Boulder / CO / United States of America (the)	
Experience Description:	I lead the Air Quality Inquiry program, teaching youth about air quality and equipping them with research tools. Partnering with the Hannigan Air Quality and Technology Research Lab at UC Boulder, I adapted the STEM-based curriculum to Mongolia and have led its implementation for the past four years. Students learn research methods, data analysis, and present posters at year's end. Encouraging women and girls to enter STEM fields, I saw the impact of mentorship. Leading by example for life-long learning, I also deepened my understanding of how air pollution affects respiratory and other body systems. I'm proud that the program alumni have become university mentors and civic leaders.	
Experience Type:	Physician Shadowing/Clinical Observation	Most Meaningful Experience: No
Experience Name:	Physician Shadowing	Completed: Date: 07/2019 - 03/2024 Hours: 116
Contact Name & Title:	Peter Pruett, Emergency Medicine Physician	
Contact Email:	ppruett49@gmail.com	Contact Phone: 9708742222
Organization Name:	Delta Health	
City / State / Country:	Delta / CO / United States of America (the)	
Experience Description:	I shadowed physicians and PAs in various departments, including emergency, internal, pediatric, primary, and anesthesiology. I participated in a nerve block cadaver lab for first-year residents, enhancing my knowledge of anatomy and technical skills. I learned about ED operations, rapid decision-making, and crisis management. Observing colonoscopies underscored the importance of preventive medicine. Comparing rural and urban care settings revealed how rural physicians often serve as sole medical resources while urban counterparts work in specialized teams. These experiences provided valuable insights into the day-to-day realities and responsibilities of different medical specialties.	



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EXPERIENCE

Experience Type:	Conferences Attended	Most Meaningful Experience: No
Experience Name:	One Planet Summit	Completed: Date: 12/2017 Hours: 72
Contact Name & Title:	CLÉMENTINE LARATTE, Territories, Climate and Energy Program Leader	
Contact Email:	c.laratte@geres.eu	Contact Phone: +33442186112
Organization Name:	GERES	
City / Country:	Paris / France	
Experience Description:	I was invited to attend the inaugural One Planet Summit hosted by President Macron, where world leaders were urged to increase financial commitments to combat climate change. Engrossed in stories of people affected by disappearing coasts and collapsing ecosystems, I learned how heatwaves and the expanding range of infectious diseases worsen health disparities. Discussions underscored health providers' vital role in addressing environmental health impacts, from treating pollution-related ailments to aiding in disaster aftermath. This experience showcased doctors and healthcare workers as frontline responders who can offer tangible relief and essential support to communities in need.	
Experience Type:	Research/Lab	Most Meaningful Experience: No
Experience Name:	Urban Migrant Vulnerability Assessment	Completed: Date: 09/2017 - 05/2018 Hours: 750
Contact Name & Title:	Zuzana Jankechova, Head of Programmes	
Contact Email:	ZJANKECHOVA@iom.int	Contact Phone: +213 (0) 21 92 54 77
Organization Name:	UN International Organization for Migration	
City / Country:	Ulaanbaatar / Mongolia	
Experience Description:	In a project implemented through my first nonprofit organization, I led research assessing public service access, including healthcare, for recent rural-urban migrants in Ulaanbaatar. The project was funded by the Swiss government and the Ulaanbaatar Municipality and implemented in partnership with the United Nations' International Organization for Migration. I conducted in-depth interviews, focus groups, and participatory mapping workshops. I co-designed the methodology, managed fieldwork, interviewed rural-urban migrants, analyzed data, and authored the final report. The 2018 findings, "Mongolia: Urban Migrant Vulnerability Assessment," were published on the IOM UN Migration website.	



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EXPERIENCE

Experience Type:	Paid Employment - Medical/Clinical	Most Meaningful Experience: No
Experience Name:	Action Mongolie Medical Mission	Completed:
		Date: 06/2017 - 06/2017 Hours: 75
		06/2018 - 06/2018 75
Contact Name & Title:	Chantal Novel, Ophthalmologist	
Contact Email:	chantal.novel@free.fr	Contact Phone: +33611174396
Organization Name:	Action Mongolie	
City / Country:	Paris / France	
Experience Description:	I worked with French and Mongolian ophthalmologists as a French-Mongolian translator. I interpreted patient consultations and live cataract surgeries as part of hands-on training for local ophthalmologists in the Gobi Desert. It was a unique experience where I learned about eye anatomy and conditions such as open and closed-angle glaucoma, as well as retinopathy in premature babies. I enjoyed observing eye surgeries and learning how eye conditions and treatments can dramatically impact quality of life. It provided me with insights into operating room procedures, pre-and-post surgery patient care, the needs of trained medical staff, and technical capacities in rural and underserved areas.	
Experience Type:	Honors/Awards/Recognitions	Most Meaningful Experience: No
Experience Name:	Mongolian Presidential Award for Civic Engagement	Completed:
		Date: 04/2017 Hours: 425
Contact Name & Title:	Sodbaatar Yangu, Director of Office of the President of Mongolia	
Contact Email:	dep01-5@mfa.gov.mn	Contact Phone: (51) 263489
Organization Name:	Office of the President of Mongolia	
City / Country:	Ulaanbaatar / Mongolia	
Experience Description:	At the first nonprofit I co-founded, we mapped public budget spending using geographic information system tools. My team and I conducted fieldwork and gathered geospatial data on publicly funded projects from local administrators and community members. The visual representation of public spending promoted transparency and encouraged citizen participation in future budgeting discussions. This project earned my organization a Presidential Award for Civic Engagement in 2017. I am a strong supporter of evidence-based policy-making and public participation. I believe these approaches translate well to medicine due to the importance of informed patients and practicing shared decision-making.	



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EXPERIENCE

Experience Type:	Presentations/Posters	Most Meaningful Experience: No
Experience Name:	Community Mapping to Improve Public Services	Completed: Date: 09/2016 Hours: 4
Contact Name & Title:	Caverlee Cary, Program Director	
Contact Email:	ccary@berkeley.edu	Contact Phone: 5106436492
Organization Name:	UC Berkeley Institute of East Asian Studies	
City / State / Country:	Berkeley / CA / United States of America (the)	
Experience Description:	Presenting my work on improving urban services, such as healthcare and drinking water access, was important to raise awareness and build a professional network. Addressing rooms full of researchers, decision-makers, and experts was an intimidating task that pushed me to overcome my hesitation in public speaking. Over the years, working with diverse groups in multiple languages—residents of unplanned settlements, herders, youth, government officials, and international audiences—taught me to effectively communicate complex ideas. I think conveying information well translates to ensuring that patients understand their diagnosis and treatment plans and ask important questions about their care.	
Experience Type:	Honors/Awards/Recognitions	Most Meaningful Experience: No
Experience Name:	U.S. Department of State Fellowship Awards	Completed: Date: 08/2016 Hours: 640
Contact Name & Title:	Jessica Goad, Vice President of Programs - Denver	
Contact Email:	jessica@conservationco.org	Contact Phone: 3033337846
Organization Name:	Conservation Colorado	
City / State / Country:	Denver / CO / United States of America (the)	
Experience Description:	Through my “Community Solutions” award, I worked as an environmental fellow at Conservation Colorado for four months, engaging in canvassing, petitioning at the State Capitol, and attending water rights hearings. I learned about how living environments particularly impact underserved communities and I drafted a map of lead water levels in schools. In my second US State Department fellowship, the “Professional Fellows” program, my team collaborated with international experts on air quality, focusing on training, monitoring, and data transparency. These experiences underscored the intersection of environmental factors and health, reaffirming my commitment to medicine and advocacy.	



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EXPERIENCE

Experience Type:	Social Justice/Advocacy	Most Meaningful Experience:	No
Experience Name:	Campaign Against Gender-based Violence	Completed:	
		Date:	10/2013 - 12/2013
		Hours:	105
Contact Name & Title:	Rose Hunter, Campaign Coordinator		
Contact Email:	rosehunter00@gmail.com	Contact Phone:	+976 9417 4676
Organization Name:	Our Voices campaign		
City / Country:	Ulaanbaatar / Mongolia		
Experience Description:	In a team of volunteers, I helped plan and organize the annual "16 Days of Activism against Gender-Based Violence" campaign. We mobilized female parliamentarians to introduce revisions to the 2004 Mongolian Law on Domestic Violence which lacked mechanisms to enforce protections for victims. In my role, I prepared press kits, revised advocacy letters, and represented the campaign at a meeting with the Mongolian UN Youth Advisory Panel. The law revisions took effect in 2016, finally criminalizing domestic violence. This experience profoundly enhanced my leadership and advocacy skills, showing me that collective effort and proactive engagement can drive significant social change.		
Experience Type:	Hobbies	Most Meaningful Experience:	No
Experience Name:	Horseback Riding	Completed:	
		Date:	06/1994 - 07/2023
		Hours:	500
		Anticipated:	
		Date:	07/2024 - 08/2024
		Hours:	20
Organization Name:			
City / Country:	Bayan-Agt, Darkhan, Bulgan / Mongolia		
Experience Description:	Growing up in rural Mongolia, herding and horseback riding were integral parts of my life and remain an important tie to my culture. Working with horses helped me cultivate empathy, responsibility, and taught me to interpret non-verbal cues. Horses require attentive care and sensitivity as they respond to calm and confident guidance. I gained valuable life skills, a strong work ethic, and an appreciation for the natural world. These powerful yet gentle creatures teach us the importance of trust and respect. When I later learned about equine therapy in the U.S., it revealed a new context for this relationship and a deeper understanding of the unique ways in which animals can provide healing.		

PERSONAL COMMENTS

Growing up in rural Mongolia, one of my earliest memories was watching my great-grandmother work with pregnant women in our village. I would sit quietly on the felted floor in her yurt (ger), transfixed as she gently kneaded an expectant mother's abdomen, almost as if she was meditating. I later realized she was fixing breech babies. Her legacy lives on in the hospital she founded 95 years ago, which continues to provide care for women, one of whom was my mother when I was born.

My path to medicine has been a circuitous one marked by challenges, resilience, and a continued commitment to serving others. In the years following the Soviet collapse and the overnight evaporation of 40% of our nation's economy, alcoholism, domestic violence, and struggles to meet basic needs were ever-present in my immediate family and community. Growing up, I longed to have the ability to change lives, and education was my answer.



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PERSONAL COMMENTS

My parents supported my dream to study abroad, which I did as soon as possible—perhaps before I was ready. I left home at sixteen to start college in Malaysia. I lacked guidance and faced financial hardship and language barriers, impacting my confidence in pursuing medicine. Instead, guided by my vision of humanitarian work with organizations such as the United Nations, I embarked upon that path. Across seven years and three countries, I completed my undergraduate degree in the U.S. and graduate studies in Finland in intercultural communications and refugee studies.

My professional life began with a focus on migrant youth at a UN internship. A turning point came when I witnessed a near-drowning incident while volunteering at a summer camp for young refugees. My supervisor and I were able to revive the girl and call air medical service to the scene. The incident revealed my ability to respond quickly and calmly in life-threatening situations. Later, seeing the doctors and nurses at the hospital directly care for their patients rekindled my interest in medicine. I moved to Paris to study nursing, but a family tragedy drew me back to Mongolia before I could start my program.

After returning home, I recognized major gaps in health services amid a severe environmental public health crisis. With air pollution levels nearly 30 times the WHO guidelines—akin to smoking 32 cigarettes a day— I saw children, including my niece, hospitalized with pneumonia several times every year. Health outcomes such as stillbirth, lung cancer, and asthma were unrelenting. In response, I co-founded two nonprofits and worked hard to improve access to essential health and sanitation services and advance evidence-based public health policies. Despite these efforts, I felt compelled to find a more direct way to alleviate suffering, and my focus shifted back to medicine.

I began volunteering in the burn unit at a trauma hospital in Ulaanbaatar to gain firsthand clinical experience. Many of the patients were kids, often in the ICU with severe household burn injuries. I sat with the young patients when their families, who often slept on the floor next to their beds, needed to go get food or a fresh change of clothes. A young female ICU doctor taught me to watch for symptoms of shock and signs of dehydration. My time there filled me with an insatiable curiosity and a strong sense of purpose. I began preparing to study medicine in Mongolia, but there was one more hurdle in store.

During a brief visit to the U.S. in early 2020, I found myself unable to return home amid the COVID-19 pandemic due to Mongolia’s sudden and strict border closure. Stranded and my life on hold for two years, I found solace again in my dream of practicing medicine. I began to explore the medical profession in the U.S. During my first clinical experience in rural Colorado, I shadowed an emergency doctor who faced vaccine hesitation from patients on a daily basis. I saw how the physician's strong emotional intelligence, genuine interest in his patients' concerns, and respectful demeanor helped him bridge mistrust and enable his patients to make informed decisions about their health. The doctors and health professionals I encountered in later clinical experiences equally inspired me with their skills, work ethic, and professionalism.

Once I could legally study and work in the U.S., the decision to prepare to study medicine here was easy. My post-baccalaureate pre-med experience bolstered my confidence and preparedness to reinvent myself as a physician. Studying sciences has been invigorating and has reaffirmed my commitment to becoming a doctor. Caring for patients as an EMT has been one of the most rewarding and engaging experiences in my career. Yet, I end my shifts eager to understand my patients' conditions better and wish I could provide a higher level of care.



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PERSONAL COMMENTS

While my path has been filled with obstacles, it has taught me compassion and perseverance. I want to study medicine in the U.S. because I believe the rigorous training and comprehensive education provided here will train me to become an excellent physician and uphold the highest standards of medical practice. Most importantly, with the confidence and determination to carry on the legacy of my great-grandmother's impact on her community, I am finally ready to embark on this journey.

LETTERS OF EVALUATION/RECOMMENDATION

Letter Id	Primary Author or Contact	Letter Title	Institution	Number of Assigned Medical Schools
11175126	Mr. Anthony Saar	Committee Letter for Enkhtungalag Chuluunbaatar	Case Western Reserve University	42

DESIGNATED PROGRAMS

School Name	Program Type	Combined Degree Area(s)	Previously Applied?
Albany Medical College	Regular M.D.		No
Case Western Reserve University School of Medicine	Regular M.D.		No
Central Michigan University College of Medicine	Regular M.D.		No
Charles R. Drew University Of Medicine and Science College of Medicine	Regular M.D.		No
Chicago Medical School at Rosalind Franklin University of Medicine & Science	Regular M.D.		No
Drexel University College of Medicine	Regular M.D.		No
Frank H. Netter MD School of Medicine at Quinnipiac University	Regular M.D.		No
Geisel School of Medicine at Dartmouth	Regular M.D.		No
George Washington University School of Medicine and Health Sciences	Regular M.D.		No
Georgetown University School of Medicine	Regular M.D.		No
Kaiser Permanente Bernard J. Tyson School of Medicine	Regular M.D.		No
Lewis Katz School of Medicine at Temple University	Regular M.D.		No
Loyola University Chicago Stritch School of Medicine	Regular M.D.		No
Marshall University Joan C. Edwards School of Medicine	Regular M.D.		No
Medical College of Wisconsin	Regular M.D.		No
Meharry Medical College	Regular M.D.		No
Michigan State University College of Human Medicine	Regular M.D.		No
New York Medical College	Regular M.D.		No
Northeast Ohio Medical University	Regular M.D.		No



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DESIGNATED PROGRAMS

School Name	Program Type	Combined Degree Area(s)	Previously Applied?
Oakland University William Beaumont School of Medicine	Regular M.D.		No
Ohio State University College of Medicine	Regular M.D.		No
Oregon Health & Science University School of Medicine	Regular M.D.		No
Pennsylvania State University College of Medicine	Regular M.D.		No
Renaissance School of Medicine at Stony Brook University	Regular M.D.		No
Robert Larner, M.D., College of Medicine at the University of Vermont	Regular M.D.		No
Rush Medical College of Rush University Medical Center	Regular M.D.		No
Sidney Kimmel Medical College at Thomas Jefferson University	Regular M.D.		No
Stanford University School of Medicine	Regular M.D.		No
The University of Toledo College of Medicine and Life Sciences	Regular M.D.		No
Thomas F. Frist, Jr. College of Medicine at Belmont University	Regular M.D.		No
Tulane University School of Medicine	Regular M.D.		No
University of California, Irvine, School of Medicine	Regular M.D.		No
University of Cincinnati College of Medicine	Regular M.D.		No
University of Colorado School of Medicine	Regular M.D.		No
University of Michigan Medical School	Regular M.D.		No
University of Pittsburgh School of Medicine	Regular M.D.		No
University of Washington School of Medicine	Regular M.D.		No
University of Wisconsin School of Medicine and Public Health	Regular M.D.		No
Wake Forest University School of Medicine	Regular M.D.		No
Washington State University Elson S. Floyd College of Medicine	Regular M.D.		No
West Virginia University School of Medicine	Regular M.D.		No
Western Michigan University Homer Stryker M.D. School of Medicine	Regular M.D.		No
Wright State University Boonshoft School of Medicine	Regular M.D.		No



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AMCAS NOTES AND EXPLANATIONS

- 1. Next to County Names, you may see an indicator (R),(U). AMCAS maintains federal data on areas considered Rural or Medically Underserved that are reported to your designated medical schools along with your application. An indicator of (R) next to a County indicates that the county is considered Rural. An indicator of (U) indicates that the County is considered Medically Underserved. An indicator of (R)(U) indicates the County is both Rural and Medically Underserved.
- 2. MCAT Scores: AMCAS automatically sends scores from any MCAT exams you have taken from 2003 through current, and any scores you have released to AMCAS from MCAT exams 1991 through 2002. Please refer to the MCAT home page (<http://www.aamc.org/students/mcat/start.htm>) for more details regarding the online MCAT Testing History (THx) system and pre-2003 score release. MCAT score transmission via the AMCAS application is dependent on the AMCAS data transmission service option(s) selected by each medical school.
- 3. Course Class: In the Academic Record, abbreviations are used for the course classifications you enter into the Coursework section of the application due to space constraints. Thus, you will see "ENGL" on here for courses you have classified as English Language and literature. A full list of all course classifications and their abbreviations may be found in the application help.
- 4. Designated Medical Schools: The list of your designated medical schools is provided here for your information. The schools to which you apply do not receive such a list of all schools you have designated.
- 5. Academic Record: AMCAS will verify your academic information using the following symbols:
 - / - any course verified without correction;
 - X - any course verified with correction;
 - - any course listed on the Academic Record but not reflected on an official transcript; format corrections were not required;
 - ⊗ - any course listed on the Academic Record but not reflected on an official transcript; format corrections have been made;
 - ≠ - a type of coursework not meant to be verified.