



Strengthening Ties to Advance Learning and Equitable Assessment

We strive to build connections with those who share our dedication to supporting and advancing the medical education and assessment communities. This edition of *NBME Impact: A Community Report* showcases our efforts to better support learners, foster collaborative knowledge sharing, provide data and resources to empower education and contribute to advancing equitable assessment practices.

FOSTERING BETTER CONNECTIONS

By working closely with medical educators, students and the community, we aim to foster a connected and supportive educational environment as we work to achieve optimal care for all.

Articulating Our Purpose

In late 2023, NBME embarked on a journey to update our mission, vision and values to better reflect our commitment to supporting health care professionals. After connecting with stakeholders to obtain valuable feedback, we made the following updates to better articulate our purpose, our values and the work we do today.

Mission: NBME advances assessment of health care professionals to achieve optimal care for all.

Vision: A highly effective, diverse and compassionate health care workforce.

Values:

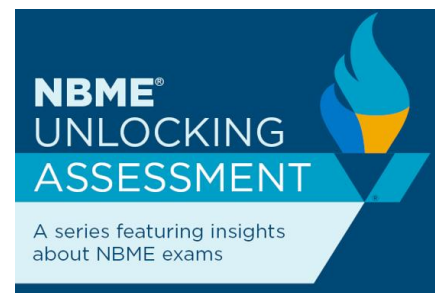
- ▶ **Collaboration:** We cultivate and thrive on rich interactions and relationships.
- ▶ **Inclusion:** We value differences, foster belonging and advocate for equity.
- ▶ **Innovation:** We evolve to meet emerging needs.
- ▶ **Integrity:** We are committed to honesty and fairness.
- ▶ **Quality:** We deliver excellence.

As NBME moves forward with these refreshed statements, we remain committed to advancing assessment to help health care professionals learn and develop, in order to provide optimal patient care for all.

A New Channel to Connect With Students

To create more opportunities to connect with medical students, NBME recently launched a [YouTube channel](#). The channel hosts a plethora of content specifically tailored to meet the interests of medical students. There are also opportunities to hear from experts in the fields of assessment and medicine to aid in professional development.

Students can use the resources on NBME's YouTube channel to support their learning. The channel currently features the Unlocking Assessment series, where medical students, residents and physicians gather to discuss different patient scenarios, test questions and answer explanations. In the future, additional content featuring student voices will be posted to the channel.



NBME on the Road: Medical School Outreach

As part of our commitment to building strong relationships with medical schools that use NBME services, we prioritize meeting with our partners to discuss how we can better support their needs. We answer questions, provide information about our resources and new products, and listen to any concerns or suggestions they may have. We value this feedback and actively use it to enhance our services. In 2024, our efforts to connect with medical schools have been extensive and impactful. So far, we have:

- ▶ Completed **12** on-site medical school visits.
- ▶ Participated in **71** virtual medical school visits.

In addition to school visits, NBME has introduced new stakeholder events at conferences. These include thought leader dinners and happy hour events that gather together key conference participants, as well as on-site school visits in conference cities. So far, we have hosted **nine** stakeholder events in 2024 that have brought together key players to start a dialogue with NBME staff for the purposes of providing feedback and sharing learnings.

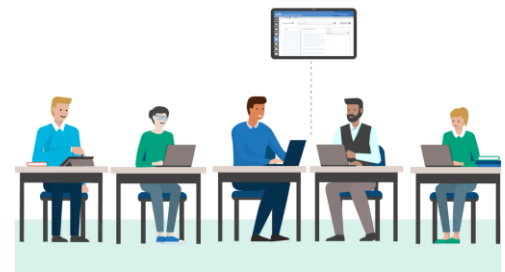
EMPOWERING EDUCATION THROUGH INTEGRATED SOLUTIONS

NBME is committed to enriching the learning experience for medical students by providing data and resources that can empower both learners and educators. In doing so, we aim to foster a deeper understanding of student performance, with the goal of supporting the development of future physicians.

Customized Assessment Services Results Available on INSIGHTSSM

To enhance the learning experience for medical students, NBME has integrated [Customized Assessment Services \(CAS\)](#) exam results into the INSIGHTSSM dashboard. This integration not only enables students to review detailed score feedback on their CAS Proctored and CAS Practice exams, but it also provides a more complete picture of their performance across different NBME assessments in one convenient location.

The INSIGHTS dashboard already includes outcomes for NBME[®] Subject Exams and NBME[®] Self-Assessments. This centralized access to exam data helps learners track their progress and identify areas for improvement more effectively.



Transforming Assessment Data Into Actionable Strategies

Since the launch of INSIGHTS, members of the [Medical Education Learning Specialists \(MELS\)](#) group have been exploring how to best interpret learners' assessment data and translate it into actionable strategies for their students.

During a presentation and live Q&A session in September, representatives from MELS and NBME offered a look into how learning specialists integrate data from INSIGHTS into their feedback loops to support their students. The group members discussed opportunities to facilitate learning, challenges they face, and tips they share with students to maximize their study time for NBME Subject Exams and the United States Medical Licensing Examination[®] (USMLE[®]).

These discussions provided valuable information about the practical application of assessment data, helping to enhance the educational experience for students. We extend our gratitude to the members of MELS for their participation and invaluable expertise.

You can [watch the recording](#) of the event or [download the executive summary](#) to learn more about how MELS is supporting student success with INSIGHTS.

Introducing the Faculty Research Collection



When the NBME Customer Success Team members meet with medical school faculty, they are often asked questions such as: “How are other medical schools using your assessments?” or “What approach has been successful for schools like ours?” To help answer these questions, we have developed the [Faculty Research Collection](#), a database that features a compilation of peer-reviewed research by medical school faculty. The collection also explores the diverse and novel ways our assessments are being used by educators both in the United States and abroad.

The database allows users to search for papers by research topic, such as those that explore using NBME assessments as part of predictive models to identify students who may need additional support. Users can also search by specific NBME assessment or USMLE Step exam. Through sharing these research papers, we hope to inspire faculty on how our Subject Exams, Customized Assessment Services and Self-Assessments can be incorporated to meet the unique needs of their programs and students.

COLLABORATING TO SUPPORT MEDICAL EDUCATION

In addition to providing data and resources, recent collaborations have facilitated mutual knowledge sharing to improve the learner experience.

Improving the Medical School-to-Residency Transition

NBME is committed to creating lasting change and collaborating with our colleagues across academic medicine to enhance the transition from medical school to residency. We are engaged in two research collaborations that will provide additional information to support positive changes in the system for residency selection:

- ▶ Collaborating with the [National Resident Matching Program® \(NRMP®\)](#) to better understand program-level ranking behavior and associated applicant characteristics. We believe this meaningful data about the underlying processes and outcomes can inform the current diversity, equity and inclusion priorities and ultimately provide greater transparency about programs as applicants and their advisors make critical application decisions.
- ▶ Working with [Dr. Nathan Kuncel](#), an internationally recognized industrial-organizational psychologist at the University of Minnesota, to conduct a systematic review of performance outcomes associated with residency application variables. The goal of this research is to enhance the understanding of the factors that predict (and do not predict) important residency outcomes. We believe this information is essential to advancing holistic review.

OSCE for Clinical Reasoning Creative Community Shares Project Learnings

After [two years](#) of collaboration and hard work, the [NBME Creative Community](#) concluded its research study to enhance clinical reasoning skills using an Objective Structured Clinical Examination (OSCE) as an assessment for learning. This innovative endeavor has explored a new approach to assess the process of diagnostic reasoning, as opposed to more traditional assessments that only measure diagnostic outcomes. Faculty participants from [10 medical schools](#) worked with NBME assessment professionals to design, develop and pilot an online OSCE-based assessment for post-clerkship medical students that provides growth-oriented feedback to promote learning. Hear more about the project participants’ learnings and challenges on [reassessthefuture.org](#).

NBME Collaborates With Medical Schools to Advance Workplace-Based Assessment

NBME is collaborating with [five medical schools](#) to explore the collection, analysis and visualization of workplace-based assessment (WBA) data to create insights that can be used for learner decision-making. WBAs are tools used throughout all clinical rotations to evaluate the competencies of students in real-world clinical settings. By aggregating observations of performance in areas such as communication, clinical reasoning and teamwork, students are provided multisource feedback.

A pressing need for WBA is synthesizing both numerical measures and written feedback to provide information about strengths and improvement opportunities to learners and their coaches. These findings drive learning and play a critical role in preparing future physicians for effective patient care.

NBME is committed to finding new ways to advance medical education assessment and is excited to be collaborating with these medical schools on inventive approaches to workplace-based assessment. You can learn more about the work and participants on [nbme.org](https://www.nbme.org).

CONTRIBUTING TO SUPPORT LEARNERS AND ADVANCE ASSESSMENT

NBME supports learners and advances equitable assessment practices through contributions to and collaborations with the medical education and assessment communities.

Supporting Students With Fee Assistance

NBME is committed to supporting learners with programs and resources that make the path to medical education more accessible and equitable. We recently introduced a [Fee Assistance program](#) for students with demonstrated financial need to use toward the registration cost of the USMLE Step 1 or Step 2 Clinical Knowledge examinations.

As part of NBME's Community Collaborations and Contributions effort to assist medical students on their path to licensure, this program provides aid to approximately 1,300 learners. Applications closed in mid-October, but we will evaluate the program's impact and consider opportunities for future years.

Leading the Way in Standards for All Assessments

[Ye Tong](#), PhD, Senior Vice President, Assessment Operations, [serves as co-chair](#) of the joint committee that is revising the "Standards for Educational and Psychological Testing" (the "Standards"), which is undergoing the fifth revision since its initial publication in 1966. The "Standards" has a broad impact on the fields of measurement, assessment, education, medicine, psychology and employment in the United States and many parts of the world. Designed to establish criteria for appropriate development, use and interpretation of tests, the "Standards" has been widely cited by states, federal agencies, private organizations, legislative bodies and the U.S. Supreme Court.

NBME recently hosted the revision kickoff meeting in support of this important collaboration.

Funding Change Through the Emerging Innovators Grant Program

In the [November 2023 edition of NBME Impact](#), we introduced the [Emerging Innovators Grant Program \(EIGP\)](#), which was created jointly by the Competency-Based Assessment and Community Collaborations and Contributions teams. The EIGP supports early- and mid-career medical education faculty and staff who share our commitment to advancing equitable assessment practices to foster a diverse and inclusive medical community.

NBME
EMERGING INNOVATORS
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The theme for the first iteration was **Promoting Equitable Assessment in Medical Education**. NBME supported the following projects:

- ▶ Flipping the Script: A Community Engaged Medical Education Model for Developing and Implementing Disability-Focused Simulated Patient Encounters
- ▶ Community Based Organizations and Students as Partners in the Co-Creation & Validation of a Service-Learning 360 Assessment Tool
- ▶ Establishing Trust With Underserved Minorities: Standardized Patient-Based Mastery Learning for Senior Medical Students
- ▶ Promoting Equitable Assessment Through Co-Creation and Digital Knowledge Translation
- ▶ Teaching Trauma Informed Primary Care for Transgender Patients Through a Medical Simulation Curriculum for Internal Medicine Residents

You can learn more about the principal investigators and their teams and projects on nbme.org.

Fostering Dialogue at the Equity in Measurement and Assessment Conference

On Oct. 16-17, 2024, NBME co-sponsored the second Equity in Measurement and Assessment Conference (EMAC) with the American Board of Medical Specialties, the American Board of Internal Medicine and the Association of American Medical Colleges.

During EMAC, we delved into the critical topic of equity and fairness in assessments within medical education, with the goal of ensuring that every learner, regardless of their background, has an equitable opportunity to demonstrate their knowledge and abilities.

NBME will work with our partners to more broadly share the content that can make the greatest impact for medical education.

The conference topics focused on:

- ▶ **Progress since EMAC 2023:** What progress have we made as a community since last year's EMAC?
- ▶ **Opportunities and threats:** With an ever-changing political environment and rapid changes in technology, what opportunities and threats do we see in moving equity and fairness forward?
- ▶ **Medical learners' experience:** How can we keep learners at the center of everything we do?

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- ▶ **Send us** feedback about the content in this edition by emailing NBMECommunications@nbme.org.
- ▶ **Find us** on [our page](#) on LinkedIn, like us on Facebook [@NBMEConnect](#) and follow us on YouTube [@NBMEnow](#).
- ▶ **Access** [previous editions](#) of this report to learn about NBME's efforts in other areas.

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