

CULTIVATING EXCELLENCE THROUGH SHARED PURPOSE

To cultivate excellence in medical education assessment, we collaborate with others who support our vision and purpose. This edition of *NBME Impact: A Community Report* shows our collaborations and insights to advance assessment science, our contributions to give back and learn from the communities we serve and the recognition we have received along the way.

COLLABORATING TO DRIVE FORWARD ASSESSMENT RESEARCH

Promoting innovations in assessment research requires collaboration with experts in the field. We take care to share our insights and learnings with the medical education community.

BEA 24 Task Force Enables Intersection of AI and Medical Education Research

For an assessment to be valid and fair, it's important to design the test with questions that cover a wide range of difficulty levels and to determine an appropriate amount of response time for each item. Predicting a test item's difficulty and response time has traditionally been challenging and time-consuming, as new test questions need to be pretested alongside scored items.

To alleviate this challenge, NBME hosted a research competition as part of the 19th Workshop on Innovative Use of NLP for Building Educational Applications (BEA 24). In this competition, teams of artificial intelligence (AI) and natural language processing (NLP) scientists utilized their expertise to predict test item difficulty and an appropriate amount of response time. **Seventeen teams** submitted their work, and you can [view their initial results on sig-edu.org](#). In June, NBME published an [open-access overview paper](#) to share the teams' approaches and the implications for AI-assisted item development.

Sharing NBME Insights With the Medical Education Community

In addition to hosting collaborations that promote research in assessment, we're dedicated to sharing our insights with the medical education community.

- ▶ In the [March 2024 edition of NBME Impact](#), we previewed hosting the **AI in Assessment webinar**. In case you missed the presentation and live Q&A session, we published a recording of the [webinar and an executive summary on nbme.org](#). The summary highlights key points about AI's potential to transform medical education assessment, ongoing AI research at NBME and ethical considerations when utilizing AI applications.
- ▶ Recent videos in our Ask the Expert video series feature Senior Measurement Scientist **Monica Cuddy**, PhD, and Senior Manager, Measurement Scientist **Ann King**, PhD. Cuddy explains [the importance of test validity](#) and gives an example of a validity study for a new item type measuring clinical reasoning. King shares the challenges of [assessing communication skills](#), which are essential for improving patient outcomes, and offers insights she's learned from working with medical school and residency faculty.



NBME Begins Collaboration With Visiting Scholar for Formative Assessment



To further our learning around formative assessment and feedback, or assessment for learning, NBME has welcomed a visiting scholar, **Anastasiya Lipnevich, PhD**. Lipnevich is a professor of educational psychology at Queens College and the Graduate Center of the City University of New York. She obtained a doctorate in educational psychology with a concentration in learning, cognition and development from Rutgers University. She is the co-author/co-editor of four books and has held numerous visiting professorships.

CONTRIBUTING TO ADVANCE ASSESSMENT AND SUPPORT LEARNERS

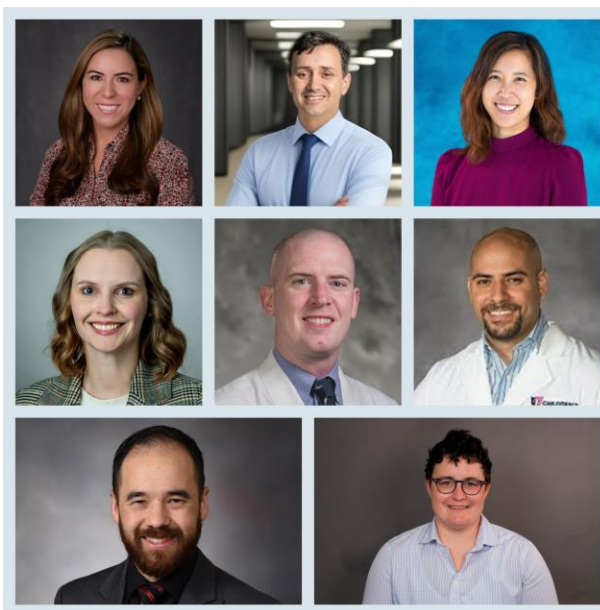
Through our Community Collaborations and Contributions, we're committed to advancing assessment, measurement and medical education as well as supporting learners with programs and resources.

Medical Educators Obtain Research and Assessment Skills Through SEEF and NICE

NBME's contributions to medical educators and researchers begin with professional development opportunities for early-career professionals through the [Strategic Educators Enhancement Fellowship \(SEEF\)](#) and the [NBME Invitational Conference for Educators \(NICE\)](#).

More than 150 medical educators from 90 medical schools across the country attended the **second biennial NICE** on June 24-26. This conference benefits assistant professors by providing interactive sessions and Item-Writing Workshops for assessment development skills. Session topics included training human raters in performance-based assessment, using ChatGPT in medical education, introducing measurement concepts and incorporating diversity, equity and inclusion (DEI) in the United States Medical Licensing Examination® (USMLE®) test development.

NICE also provided an opportunity to hear a panel discussion from NBME's first cohort of SEEF fellows about their journey and research outcomes. Our second cohort, who we welcomed in the spring, attended NICE to learn and connect with the first cohort. You can learn more about our [newest fellows on nbme.org/news](https://www.nbme.org/news).



Hubbard Award Celebrates Lifetime Achievements in Medical Education Assessment



Established in 1983, the Hubbard Award recognizes individuals who pioneered and made broad-based and sustainable contributions to the field of medical education assessment. NBME is excited to celebrate **Dr. Karen Hauer**, who was selected as the 2024 recipient.

Dr. Hauer is the Vice Dean for Education and Professor of Medicine at the University of California, San Francisco. She is an active researcher in health professions education with a focus on competency-based medical education, workplace-based assessment, equity and coaching.

“It is a huge honor and very humbling,” Dr. Hauer said. “I feel that I am following in the footsteps of giants when I look at the list of individuals who have received this award—some of whom I’ve admired, some I’ve collaborated with and some who have mentored me over the years.”

Learn more about Dr. Hauer on [nbme.org/news](https://www.nbme.org/news).

Do you know a researcher or mentor who has made significant and sustainable contributions to medical education assessment? We encourage you to nominate these individuals for the 2025 Hubbard Award. Learn more by [visiting nbme.org/contributions](https://www.nbme.org/contributions).

New CMJ-NBME Fellow Selected to Promote Diversity and Equity in Measurement



Ishita Ahmed was selected as the 2024 recipient of the [CMJ-NBME Dissertation Fellowship](#), a program created in collaboration with the Center for Measurement Justice (CMJ) and designed to promote diversity and anti-racist assessment and measurement practices.

“We are so excited that our partnership with CMJ will help support Ishita in completing her dissertation and advancing her professional career,” Allison Acevedo, NBME Director of Community Collaborations and Contributions, said. “Her approach to assessment centers on examining executive functions and aims to make measurement more inclusive of lived experiences. We look forward to the contributions Ishita will make to the assessment field.”

Ahmed was chosen because of her strong commitment toward creating a justice-focused measurement system. Learn more about [Ahmed and the fellowship on our website](#).

Welcoming the 2024 Psychometric and Summer Interns

NBME’s Assessment Science and Psychometrics internship program provides students enrolled in doctoral programs in measurement, statistics, cognitive science, medical education or a related field the opportunity to pair with seasoned NBME mentors on a research project. Since 2016, **34 students** and **nine NBME staff mentors** have participated in the program. NBME recently welcomed **four interns**:



Hyeryung Lee is a doctoral candidate in educational measurement and statistics at the University of Iowa.



Jiaxuan Li is pursuing her doctorate in language science at the University of California Irvine.



Bowen Wang is a doctoral candidate in research evaluation and methodology in the department of human development and organizational studies in education at the University of Florida.



Sahar Yarmohammadtoosky is pursuing her doctorate in data science and analytics at Kennesaw State University School of Data Science.

New Grant Promotes Innovations to Advance Pathways to Medicine Programs

Building on our contributions and our commitment to advancing DEI in the medical and assessment professions, we are investing in pathway programs that demonstrate support of developing pathways to the medical profession through recruitment, education and retention of diverse learners. By providing resources to assist programs and building collaborations that aid learners with education, mentorship and resources at a crucial time in their development, we hope to help programs develop and utilize best practices to drive changes in diversity in medical education in the long term.

To achieve this goal, NBME—in collaboration with the Association of STEMM Pathway and Bridge Programs—is supporting proposals that **investigate the effectiveness of strategies that increase the number of underrepresented and traditionally underserved individuals in the medical profession**. These grants are intended to aid pathway programs across the entire educational continuum.

Learn more about the [pathway program grants on nbme.org](https://www.nbme.org/pathway-program-grants).

RECOGNIZING NBME TALENT AND LEADERSHIP

Leaders and professionals within NBME aspire to contribute and make an impact in assessment, research and their specific areas of expertise.

NBME Leaders Contribute and Get Recognized Within Our Communities

- ▶ **Ye Tong**, PhD, Senior Vice President, Assessment Operations, was named co-chair of the joint committee that will revise the “Standards for Educational and Psychological Testing” (the “Standards”). The “Standards” represent the gold standard in guidance on assessments in the United States and many parts of the world. Learn more on [nbme.org/news](https://www.nbme.org/news).
- ▶ In April 2024, **Leslie Keng**, PhD, Director, Psychometrics, began his term as a board member for the National Council for Measurement in Education (NCME). NCME is a community of measurement scientists and practitioners who work together to advance theory and applications of educational measurement to benefit society.
- ▶ **Boris Vilic**, MBA, Vice President, Program and Stakeholder Management, has joined the National Board for Health & Wellness Coaching (NBHWC) board. NBME collaborates with the NBHWC on the [Health and Wellness Coach Certifying Examination](https://www.nbme.org/news), which helps coaches demonstrate the knowledge needed to effectively work with clients.
- ▶ In April 2024, **Linda Gadsby**, Esq., Senior Vice President, General Counsel and Chief Diversity, Equity and Inclusion Officer was awarded the OnCon Icon Top 50 Corporate Counsel Award. Learn more on [nbme.org/news](https://www.nbme.org/news).
- ▶ **Monica Cuddy**, PhD, Senior Measurement Scientist, has represented NBME as a member of the [Interprofessional Professionalism Collaborative](https://www.nbme.org/news) (IPC) since 2019. In March, Cuddy and her fellow IPC members were awarded the National Academies of Practice Interprofessional Group Recognition Award in recognition of their lasting contributions to interprofessional practice and education.
- ▶ **Richard Feinberg**, PhD, Principal Psychometrician, and **Daniel Jurich**, PhD, Associate Vice President, USMLE, won the *Educational Measurement Issues and Practices (EM:IP)* cover graphic/data visualization competition for the **seventh time**. *EM:IP* is one of two prominent journals run by NCME and a leading forum for measurement and psychometric research.

NBME Earns Great Place To Work® Certification™

Based on responses in a recent employee engagement survey, NBME has been designated as a **2024-2025 Great Place To Work**. Great Place To Work is an independent research and consulting firm, and its certification process considered 60 elements of the overall job experience across NBME’s employee population.

Seventy-five percent of NBME employees completed the program's signature Trust Index™ Survey in May. A few highlights from the survey results:

- ▶ **85%** say NBME is a great place to work, compared to **57%** of employees at a typical U.S.-based company.
- ▶ **93%** say they are made to feel welcome when joining NBME.
- ▶ **90%** say they are able to take time off from work when they think it's necessary.
- ▶ **89%** are proud to tell others they work here and feel good about the ways we contribute to the community.

Learn more about NBME's Great Place To Work Certification on nbme.org/news.



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Stay up to date on NBME's latest initiatives and innovative solutions and also connect with us through these channels:

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

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