



LET'S REASSESS THE FUTURE OF MEDICAL ASSESSMENT TOGETHER

The medical field is evolving and NBME is evolving with it. The input and collaboration of those in the medical profession is essential to this evolution. This edition of *NBME Impact: A Community Report* will highlight the beginning of better dialogues with you to reassess the future of medical assessment.

PHYSICIANS AT THE FOCUS OF INNOVATION AND COLLABORATIONS

By working with the medical education community, we seek to improve and accelerate assessment innovations to help ensure that future generations of physicians have not only the knowledge, but the skills and behaviors needed to best treat patients.

NBME Assessment Alliance Launched

Our newest initiative, the [NBME® Assessment Alliance](#), is designed to facilitate productive and creative collaborations. Through a variety of funded programs, NBME will engage directly with educators, learners and other stakeholders to identify how we can best prepare the next generation of health professionals. The Alliance will provide resources to schools and other organizations to help accelerate problem solving, support promising initiatives and expand opportunities for new research.

Creative Communities Kick Off with OSCE

The first program under the NBME Assessment Alliance brings together those in the medical education community with NBME staff to convene around a specific theme and scope of work as a [Creative Community](#).

To support clinical skills assessment, we recently launched the [Objective Structured Clinical Examination \(OSCE\) for Clinical Reasoning](#) Creative Community. NBME received **99** applications from interested medical schools, including many U.S. schools with some of the highest percentage of students underrepresented in medicine. Up to **ten** institutions will be selected to participate and will receive **\$150,000** over a **two-year** time frame to identify and develop incremental solutions with the goals of:

- ▶ Enhancing the development, characterization and assessment of learner clinical reasoning skills;
- ▶ Presenting patient groups without bias or stereotypes;
- ▶ Minimizing group differences in learner outcomes; and
- ▶ Enabling all institutions to better support learner skill development across the continuum of medical education and training.

EDUCATORS AND STUDENTS RECEIVE GREATER INSIGHTS

Medical educators and students often ask for more performance detail through the reports we provide, as these details help track progress and identify areas of strength and improvement. To ensure NBME assessments meet these needs, we recently implemented two major enhancements.

Customized Assessment Services Item Analysis Application and Reports

The [Customized Assessment Services](#) (CAS) Item Analysis application and Item Analysis reports are designed to help educators better understand student performance by providing detailed statistics on exam questions and content areas. To improve the quality of the Item Analysis application and related reports, NBME implemented **three** key updates, including:

- ▶ Adding an 'Examinee Filter' to the application so educators can delve further into individual examinees' performance;
- ▶ Showing the same unique item IDs within the application and reports to aid in tracking and evaluating item performance for schools; and
- ▶ Maintaining availability of previous test administrations within the application beyond 90 days.

Comprehensive Basic Science Examination Score Reports and Conversion Table

Because the United States Medical Licensing Examination® (USMLE®) Step 1 moved from reporting three-digit scores to pass or fail outcomes only, medical educators shared with us the need to identify student preparedness for USMLE Step 1. To assist with this transition while still providing useful performance detail, the solution was the updated NBME Comprehensive Basic Science Exam (CBSE) score reports. [New CBSE score reports](#) launched on **Feb. 23**, providing an equated percent correct score that represents the percentage of content mastered. The reports also show students' estimated probability of passing if they take USMLE Step 1 within one week. A conversion table that links the new equated percent correct score to the equivalent three-digit score is available on MyNBMESM Services Portal. Educators have provided feedback that the conversion tables make a great difference in helping navigate these scoring changes.

PROVIDING SUPPORT THROUGH DEI AND PHILANTHROPY

Beyond assessments of medical professionals, NBME is committed to supporting the future of the broader medical community through our work with diversity, equity and inclusion (DEI) and philanthropy. As one of the beginning steps in this journey, we recently donated **\$10,000** to the Dr. Ala Stanford Center for Health Equity, which is run by the Black Doctors COVID-19 Consortium (BDCC). This donation helped BDCC serve **5,000** patients in our local community of Philadelphia.

Another step NBME has taken is hiring our inaugural DEI and Philanthropy Directors, [Daphne M. McRae](#) and [Allison Anderson Acevedo](#). Daphne and Allison share what they are looking forward to in 2022 on the next page:

“There has been tremendous DEI groundwork laid to date at NBME. I’ve been most impressed with the level of commitment and the very deliberate actions that NBME has taken to apply a distinctive and integrated DEI lens in all that we do, as opposed to DEI efforts solely applied to recruiting and talent attraction practices. I believe we can make the biggest impact in 2022 by leaning in even more to our employee engagement and creating resources and/or programs to provide visibility, professional networking, leadership skills and exposure to senior leadership for our women and underrepresented racial and ethnic staff members.



I am looking forward to creating the strategy and driving the implementation of programming and resources that will deepen employee engagement, while continuing to create a culture that encourages greater appreciation of diverse perspectives and lived experiences.”

DAPHNE M. MCRAE

Director, Diversity, Equity and Inclusion

“I am excited to have the opportunity to lead philanthropy at NBME. I look forward to learning about our organizational history and philanthropic initiatives and giving that already exist. Over the next few months, I hope to focus on building an impactful philanthropy strategy that embodies our mission while incorporating current philanthropic initiatives and considering new philanthropic endeavors that embed equity and inclusion principles and practices.”



ALLISON ANDERSON ACEVEDO

Director, Philanthropy

NEWS FOR YOU

In early April, NBME will announce the recipient of the 2022 John P. Hubbard Award, which celebrates individuals who have made outstanding contributions to the field of assessment in medical education. You can look for that information on [NBME.org](https://www.nbme.org).

NBME is grateful to the diverse members who serve on our committees and task forces and make significant contributions to our mission. You can see the full membership list in the 2021 [NBME](https://www.nbme.org) and [USMLE](https://www.usmle.org) Directories.

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