Premed Competencies

Premed Competencies Video Link
The MCAT® Exam, PREview® Professional Readiness Exam, and AMCAS®: Program Updates and Resources Overview

Learn Serve Lead 2023: The AAMC Annual Meeting
November 5, 2023
A Critical Competency Refresh

Updates to the Core Competencies for Entering Medical Students
Updated Premed Competencies to Reflect Current and Future Expectations

2011
Core Competencies for Entering Medical Students

2012 – 2022
Changes in Society, Healthcare, and Medical Education

2023
Updated Premed Competencies

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Environment, Curriculum, and Expectations Are Evolving

- Students are learning in both in-person and virtual settings, in large and small groups, and alongside other healthcare professionals.
- Clinical experiences are introduced earlier and throughout the curriculum.
- Medical school curriculum includes more diversity, equity, and inclusion topics.
- Medical schools are providing additional services to support student well-being.

- Growth mindset
- Accountability
- Professional identity
- Leadership and followership
- Cultural humility
- Vulnerability
- Perspective taking
- Emotional intelligence
- Conflict management
- Active listening
- Commitment to something bigger than oneself
- Tolerance for ambiguity
- Ability to manage stress and anxiety
Broad Range of Competencies is Still Required for Aspiring Physicians

- Critical Thinking
- Quantitative Reasoning
- Scientific Inquiry
- Written Communication

- Living Systems
- Human Behavior

- Cultural Awareness
- Cultural Humility
- Empathy & Compassion
- Interpersonal Skills
- Oral Communication
- Service Orientation
- Teamwork & Collaboration
- Commitment to Learning & Growth
- Ethical Responsibility to Self & Others
- Reliability & Dependability
- Resilience & Adaptability
Applicants Provide Premed Competency Information in Multiple Aspects of the Admissions Process

- Coursework
- Experiences
- Interviews, MMI
- Letters of Recommendation
- Personal Statement
- PREview scores
- Secondaries

Professional Competencies

- Coursework
- Experiences
- Interviews, MMI
- Letters of Recommendation
- MCAT scores
- UGPA

Thinking and Reasoning Competencies

- Coursework
- Experiences
- Letters of Recommendation
- MCAT scores
- UGPA (science)

Science Competencies

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Holistic Review Values Multiple Types of Application Information

Considering multiple, different pieces of information about competencies provides a clearer, more complete picture of each applicant.
AMCAS® Service
The AMCAS® Program Supports AAMC Initiatives Critical to the Academic Medicine Community

Advocacy
- SCOTUS Decision on Race-Conscious Admissions
- Proposal on Standards for Maintaining, Collecting, and Presenting Federal Data on Race and Ethnicity
- Pathway Programs
- DACA

Data, Reports & Publications
- AAMC FACTS tables
- AAMC Matriculating Student Questionnaire (MSQ)
- Academic Medicine Journal
- Analysis in Brief

Medical Research Initiatives
- AAMC Center for Health Justice

Medical Education Initiatives
- Diversity in Medical School Admissions
- Best Practices in Admissions Processes for LCME Accredited Medical Schools

Constituent Affairs
- Group on Student Affairs (GSA)
- Committee on Admissions (COA)
- Committee on Student Affairs (COSA)
- Committee on Student Diversity Affairs (COSDA)
- Committee on Student Financial Assistance (COSFA)
- Committee on Student Records (COSR)

Medical School Admission Requirements™ (MSAR®)
- FIRST (financial guidance)
- Diversifying the Next Generation of Doctors: Career Fair and Workshops
- Summer Health Professions Education Program (SHPEP)

Community Collaboration
- Beyond the White Coat Podcast
- Community Engagement Resource Bundle
- 2023 Nurturing Experiences for Tomorrow’s Community Leaders (NEXT) Grant

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Current Events

SCOTUS Decision: AMCAS Data and Reports
SCOTUS Decision: AMCAS Data and Reports

Data/Analytics Enhancements (Post-SCOTUS Decision):
- Label change from “Race/Ethnicity” to “Self-Identification” across AMCAS portfolio
- Completed and launched 10/16

Updates to following AMCAS for Schools (A4S) reports that include Self-Identification information:
- **Roster of Applicants:**
  - Remove R/E filters for current open cycle
- **Admissions Actions Summary:**
  - Remove R/E filters for current open cycle
- **Race & Ethnicity:**
  - Update Report Name to "Self-Identification"
  - Remove Accepted and Matriculated data for current open cycle
  - Accepted and Matriculated can be viewed for closed cycles (e.g., AY2023)
- **URiM:**
  - Data available for closed cycle only (e.g., AY2023)
Establish a dedicated section for the specific identification of Native/Tribal Affiliation, distinct from the general race and ethnicity categorization.
AMCAS® Application Content Refresh
1. Update the application so that each component works together to provide a complete and holistic picture of applicants’ readiness to learn in medical school.

2. Ensure that application content is mapped to pre-med core competencies and/or interests and values that are required for success in medical school and support medical schools’ unique missions.

3. Ensure that the AAMC has taken steps to mitigate bias in application content and processing.

4. Standardize and streamline the question content, ultimately enhancing the user experience for both applicants and medical school staff.
We expect our Applicants in the Context project may affect or have an impact on these 2 focus areas:

### Thematic Analysis, Word Counts, & Descriptives

<table>
<thead>
<tr>
<th>Languages</th>
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<tbody>
<tr>
<td>Military Information</td>
</tr>
<tr>
<td>Personal Comments Essay</td>
</tr>
<tr>
<td>Work/Activities</td>
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<tr>
<td>Medically Underserved Questions</td>
</tr>
<tr>
<td>Financial Questions (Series of 8 Questions)</td>
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</tbody>
</table>

### Needs Analysis

<table>
<thead>
<tr>
<th>Letters of Recommendation</th>
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<tbody>
<tr>
<td>Personal Comments Essays</td>
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</table>
**Initial Findings**

- No significant difference between pre- and post-COVID research.

- There were some differences in background variables between groups, but nothing unexpected.

- Generally no differences in application experience content across subgroups.

- Most experience types were selected for <10% of all experiences in a given year suggesting that some experience types could be condensed and/or removed.

- Personal essay length was close to the limit with no meaningful differences across groups. However, topic modeling found that the main distinction between essays was in the “hook”, or introduction, and the rest of the essay content was fairly undifferentiated.
# AMCAS Application Content Refresh

<table>
<thead>
<tr>
<th>Phase</th>
<th>Status</th>
<th>Timeframe</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review &amp; Focus Group Planning</td>
<td>In Progress</td>
<td>Sept – Oct 2023</td>
</tr>
<tr>
<td>Focus Groups, Needs Analysis &amp; Requirements</td>
<td>Pending</td>
<td>Oct 2023 – Mar 2024</td>
</tr>
<tr>
<td>Finalization &amp; Documentation</td>
<td>Pending</td>
<td>Mar-May 2024</td>
</tr>
<tr>
<td>Any changes will roll out AY 2026</td>
<td>Pending</td>
<td>May 2025</td>
</tr>
</tbody>
</table>

- **Focus Groups**: We’ve invited community members participate and have your voices heard.
- **Regular Updates**:
  - Stay connected through community calls
    - AAC
    - GSA
    - COA

**Commitment to Transparency**: we promise to keep you informed every step of the way.
Focus Groups Underway

• Conducting needs analysis for Letters of Recommendation and Personal Comments Essays.
  • 15 Pre Health-Advisors
  • 32 Admissions Officers/Medical School Staff
  • All Regions Represented

January 2024 Sessions

• Continuing evaluation for other application sections.
• To join the January 2024 sessions, scan the QR code on the left.

We Appreciate Your Engagement!
Applicants in Context (AIC)
DRIVE HOLISTIC EVALUATION AND CONTEXTUAL INTERPRETATION FOR ADMISSIONS

PROVIDE OBJECTIVE DATA COLLECTION FOR MEDICAL SCHOOL ADMISSIONS

PROMOTE MISSION-DRIVEN DIVERSITY THROUGH COMMUNITY UNDERSTANDING

CREATE SEAMLESS INTEGRATION WITH APPLICANT MANAGEMENT SYSTEMS
What are rates of missing environmental context data for medical school applicants?

How do measures of environmental context relate to medical school applicants’ AMACS application data?

How do measures of environmental context relate to medical education admission outcomes, such as interview offer & admissions offer?

How do measures of environmental context relate to medical school outcomes, such as graduation in 4 or 5 years, first-attempt pass on the USMLE Step 1 exam, eventual pass on USMLE Step 1 and Step 2 CK?
Objective:
Gain deeper insights into medical school admissions by examining AMCAS application data from Fall 2017 through Fall 2019 entry cohorts.

Answer:
- Do results suggest that the K-12 environmental context are viable for use in medical school admissions?
- Do results suggest that a college context are viable for use in medical school admissions and/or recruiting?

Process:
- Extract AMCAS application data from Fall 2017 to Fall 2019 cohorts.
- Identify key admission metrics and applicant characteristics.
- Cross-reference with College Board data to establish connections.
- Analyze correlations and insights to inform future admissions strategies.
What is the College Board Landscape™ tool?

College Board’s Landscape™ currently provides consistent high school and neighborhood information from source data to help college admissions officers fully consider students, no matter where they live.
Applicants In Context

<table>
<thead>
<tr>
<th>Phase</th>
<th>Status</th>
<th>Timeframe</th>
</tr>
</thead>
<tbody>
<tr>
<td>Admissions Process Analysis</td>
<td>Complete</td>
<td>May 2023</td>
</tr>
<tr>
<td>Research, Planning, Data</td>
<td>In progress</td>
<td>July 2023-January 2024</td>
</tr>
<tr>
<td>Analysis, and Initial Decision Recommendations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Next Steps Planning</td>
<td>Pending</td>
<td>January-May 2024</td>
</tr>
<tr>
<td>Beta Test &amp; Evaluation</td>
<td>Pending</td>
<td>AY 2024-2025</td>
</tr>
<tr>
<td>Implementation and Rollout</td>
<td>Pending</td>
<td>AY 2025-2026</td>
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*Each phase contingent upon a go/no go decision based on the data and findings from the previous phase.

**Next Steps**

- **Working Group Members Invite (2)**
- **Focus Groups**: We will invite community members to participate and have your voices heard.

**Regular Updates**:
- Stay connected through community calls
  - AAC
  - GSA
  - COSA
  - COA

**Commitment to Transparency**: We promise to keep you informed every step of the way.
AMCAS Service Resources & Reminders

Office Hours:
- **AMCAS Medical School Relations** is offering one-on-one training sessions to assist schools with accessing reports, utilizing resources, and navigating the modernized AMCAS for Schools.
- Contact schoolrel@aamc.org or 202-828-0635 to schedule a session.

AMCAS Outreach and Engagement
- Contact AMCASOutreach@aamc.org to learn about anticipated changes, provide feedback, share insights into your experiences with the tools and products of the AMCAS service.

- **AMCAS Admissions Officers Guide**: Become more familiar with AMCAS products, services, and policies, as well as what to expect during a typical AMCAS application cycle.
- **AMCAS Data Points**: Comprehensive spreadsheet with all the data provided by the AMCAS program, including data entered by the applicant, calculated by the AMCAS program, or from a third-party source.
- **Overview Dashboard**: Cycle data is available in the Overview Dashboard in AMCAS for Schools; use the dashboard to monitor the cycle for your school and nationally and compare how this cycle is trending to last year.
- **Choose Your Medical School Resources**: Applicants, Advisors and Schools.
PREview® Exam

Rebecca Fraser, Ph.D.
Director, Admissions & Selection Research & Development
The PREview® exam is intended to signal that professional competencies are integral to medical education.
Provides a tool for schools to evaluate professional readiness earlier in the application process.
Open to All Medical Schools

<table>
<thead>
<tr>
<th>Year</th>
<th>Schools</th>
<th>Examinees</th>
<th>Admin Dates</th>
<th>Score Release</th>
</tr>
</thead>
<tbody>
<tr>
<td>2020</td>
<td>2</td>
<td>~8K</td>
<td>Sept – Oct</td>
<td>Oct</td>
</tr>
<tr>
<td>2021</td>
<td>6</td>
<td>~11K</td>
<td>Jun – Oct</td>
<td>July</td>
</tr>
<tr>
<td>2022</td>
<td>18</td>
<td>~18K</td>
<td>Jun – Oct</td>
<td>July via DES</td>
</tr>
<tr>
<td>2023</td>
<td>40+</td>
<td></td>
<td>Mar – Oct</td>
<td>June via DES</td>
</tr>
<tr>
<td>2024</td>
<td>Open</td>
<td></td>
<td>Mar – Sept</td>
<td>June via DES</td>
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Developed with Medical Schools

**Competency Modeling**
Schools set expectations for entering medical students

**Critical Incident Collection**
Schools share how competencies are applied well or poorly in medical school

**Item Writing & Editing**
Assessment experts write and edit items to measure the competencies

**Content Review**
Schools review for bias and sensitivity, clarity, and realism. Assessment experts edit to address feedback.

**Scoring Key Development**
Schools review and rate item effectiveness. Agreement criteria are applied to determine item eligibility.

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Expanded Suite of Resources to Support Schools at All Key Stages

Increase Applicant Awareness
Build Colleague Support
Using PREview Scores
Evaluate PREview Scores
Train the Committee
Establish Policies & Practices
Establish Policies and Practices Toward Holistic Review

• Will your school require or recommend PREview scores?
• When will your school use PREview scores in your admissions process?
• What other application data will provide context to PREview scores in your admissions process?
Training on Appropriate Use Fosters Holistic Review

• Using all PREview score data to prevent overinterpreting small differences

• Using PREview scores to:
  • improve understanding of professional competencies
  • paint a more complete picture of the applicant
Research to Inform Future Use of PREview Scores

- Practical and methodological considerations
- Studying admissions data
- Studying existing outcomes
- Studying outcomes collected for research only
- Considerations for data analysis and interpretation of results
Learn More on the PREview for Admissions Officers Webpage

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# Exploring PREview Scores in Admissions and Medical School

<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>How PREview scores relate to other admissions data</td>
<td>How PREview scores improve prediction of broader performance in medical school related to cultural humility, service orientation, teamwork, ethics, etc.</td>
<td>How PREview scores improve prediction of broader performance in medical school, including clerkships evaluating students on cultural humility, service orientation, teamwork, ethics, etc.</td>
</tr>
</tbody>
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Validating the PREview® Exam: Expanding the Criteria for Student Success
November 6, 2023, 1:15 p.m. - 2:30 p.m.
SCC Summit 327-3279

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PREview Scores May Help Identify Applicants for Further Review

<table>
<thead>
<tr>
<th>MCAT Total Score</th>
<th>PREview Score 1-3</th>
<th>PREview Score 4-6</th>
<th>PREview Score 7-9</th>
<th>Total Examinees</th>
</tr>
</thead>
<tbody>
<tr>
<td>≥ 507</td>
<td>3,656 (11%)*</td>
<td>11,768 (34%)</td>
<td>6,717 (20%)</td>
<td>22,141 (64%)</td>
</tr>
<tr>
<td>497 - 506</td>
<td>2,503 (7%)</td>
<td>4,798 (14%)*</td>
<td>1,549 (5%)*</td>
<td>8,850 (26%)</td>
</tr>
<tr>
<td>≤ 496</td>
<td>1,591 (5%)</td>
<td>1,497 (4%)</td>
<td>281 (1%)*</td>
<td>3,369 (10%)</td>
</tr>
<tr>
<td>Total Examinees</td>
<td>7,750 (23%)</td>
<td>18,063 (52%)</td>
<td>8,547 (25%)</td>
<td>34,360 (100%)</td>
</tr>
</tbody>
</table>

Considering PREview scores alongside MCAT total scores could help identify applicants for further review of their academic and professional readiness for medical school.

Examinee data from 2020, 2021, and 2022 administration (total examinees = 36,843). Most-recent PREview score used for examinees with multiple PREview exam scores (total examinees = 35,107). (Most-recent) MCAT total scores are from AMCAS application data. MCAT Total Score grouping values taken from the “Summary of MCAT Total and Section Scores” document https://students-residents.aamc.org/media/8356/download where 32% of MCAT total scores were equal to or less than 496 and 69% of MCAT total scores were equal to or less than 507 across all exams administered in 2018, 2019, and 2020 combined. MCAT Total Scores were not available for 747 examinees.

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MCAT® Resources for Admissions
The MCAT exam includes four sections that test thinking and reasoning and science competencies:

- Biological and Biochemical Foundations of Living Systems
- Chemical and Physical Foundations of Biological Systems
- Psychological, Social, and Biological Foundations of Behavior
- Critical Analysis and Reasoning Skills
Ten Years of Research: Major Findings and Recommendations from the MCAT Validity Committee

Learn more about the MCAT Validity Committee’s research on diversity, fairness, and academic preparation, admissions decision-making, and predicting academic performance.

MCAT Research Collection in Academic Medicine (2020)

aamc.org/mcatadmissions

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Annual Using MCAT Data in Medical Student Selection guide

NEW THIS YEAR! National data on medical student outcomes by MCAT and GPA from the most recent cohorts available.

MCAT Admissions Insights email series bringing you research findings and new resources to help you use MCAT scores.

To subscribe, email mcatadmissions@aamc.org.
A Closer Look Microlearning Video Series

Learn more about what the MCAT exam measures and how it is scored, and deeply dive into the key concepts of confidence bands and percentile ranks.

aamc.org/mcatadmissions

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Admitting Diverse Classes: Strategies, Barriers, and Possibilities for Using MCAT Scores in Context

Watch the recording of the 2021 Learn Serve Lead session featuring three schools’ promising practices for using MCAT scores along with other elements of student applications in their local contexts.
MCAT Learning Lab

- The Learning Lab is a process that connects people with similar expertise in different contexts to tackle common problems and effect change.
- First cohort explored use of MCAT exam thresholds in admissions.
- Learn more by attending our session:

**Evidence-Based Exploration of Change: How To Think About Using MCAT Thresholds in Admissions**
Today, Nov 5 @ 10:30 a.m.
SCC Summit Terrace Suite
Resource Modernization in Progress

Major Goals

• Integrate disparate resources into a process-oriented training package.
• Improve integration of print and digital resources.
• Create multiple points of entry for users at different levels of experience.
• Your feedback is integral to this process.
Ongoing Integration of User Feedback

• MCAT team will be on site through Monday afternoon if representatives from your school would like to meet to discuss questions, pertinent issues, or suggestions.

• We are also available year-round for virtual tours of admissions resources for you and your staff.

• Contact mcatadmissions@aamc.org to schedule!
Additional Admissions Sessions of Interest

Evidence-Based Exploration of Change: How to Think About Using MCAT Thresholds in Admissions
Nov 5, 10:30 a.m.
SCC Summit Terrace Suite

Medical School Admissions After Harvard and UNC Decisions
Nov 5, 1:15 p.m.
Hyatt Regency Columbia CD

PREview Reception
Nov 5, 6:30 p.m.
Sheraton Jefferson

New Insights in Admissions and Diversity: First-Generation College Students in Medicine
Nov 6, 10:30 a.m.
SCC Summit 420-422

Validating the PREview® Exam: Expanding the Criteria for Student Success
Nov 6, 1:15 p.m.
SCC Summit 327-329