

# Premed Competencies

[Premed Competencies Video Link](#)

# The MCAT<sup>®</sup> Exam, PREview<sup>®</sup> Professional Readiness Exam, and AMCAS<sup>®</sup>: 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





# Environment, Curriculum, and Expectations Are Evolving

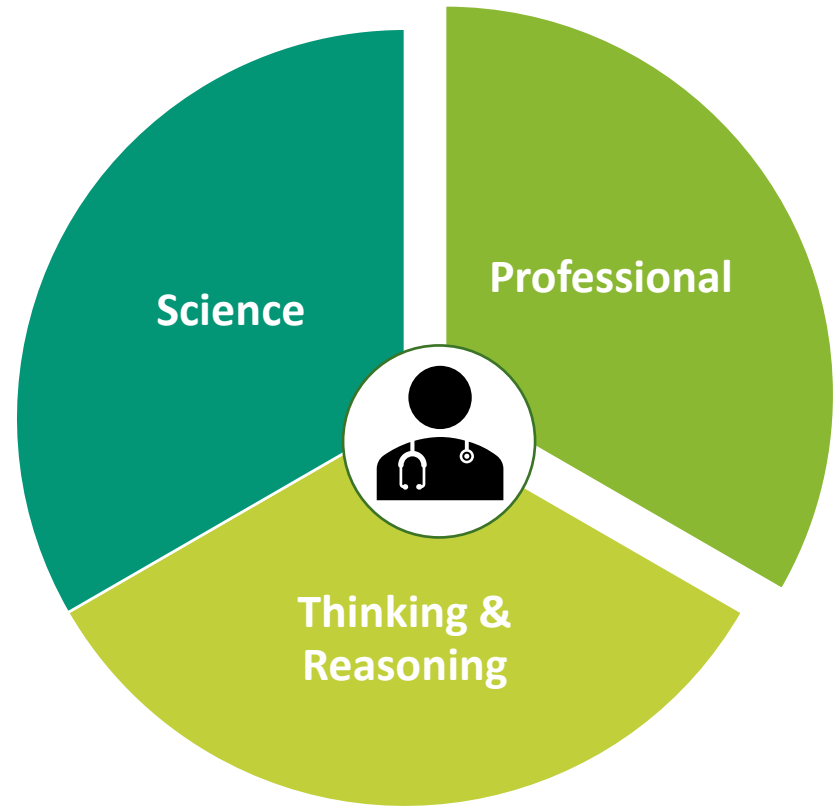
- Students are learning in both in-person and virtual settings, in large and small groups, and alongside other healthcare professionals.
- Clinical experiences are introduced earlier and throughout the curriculum.
- Medical school curriculum includes more diversity, equity, and inclusion topics.
- Medical 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

Living Systems  
Human Behavior

Critical Thinking  
Quantitative Reasoning  
Scientific Inquiry  
Written Communication



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



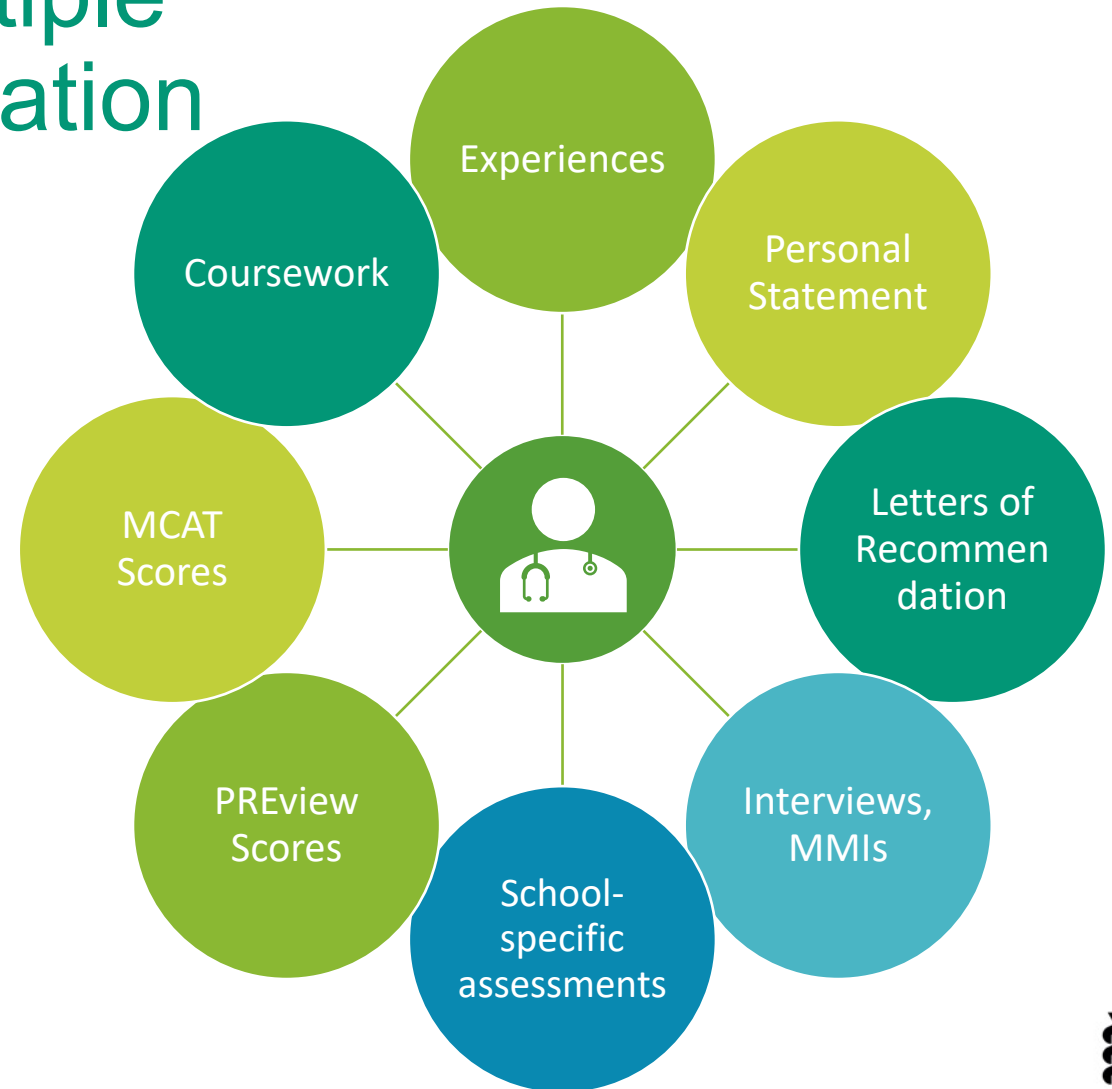
- Coursework
- Experiences
- Letters of Recommendation
- MCAT scores
- UGPA (science)

## Science Competencies



# 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<sup>®</sup> 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)

### Student Resources & Programs

- 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



# 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)



# What's Upcoming

Native/Tribal Affiliation  
AMCAS Application Refresh  
Applicants In Context



# Exploration

## Native & Tribal Affiliation

Establish a dedicated section for the specific identification of Native/Tribal Affiliation, distinct from the general race and ethnicity categorization

# AMCAS<sup>®</sup> 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.

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- 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.


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

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- 4 Standardize and streamline the question content, ultimately enhancing the user experience for both applicants and medical school staff.



 <b>Thematic Analysis, Word Counts, &amp; Descriptives</b>
Languages
Military Information
Personal Comments Essay
Work/Activities (Activity Type(s), Repeated Experiences, Hours, Anticipated Work Experiences)
Medically Underserved Questions
Financial Questions (Series of 8 Questions)

 <b>Needs Analysis</b>
Letters of Recommendation
Personal Comments Essays

We expect our Applicants in Context project may affect or have an impact on these 2 focus areas:





**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

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

- **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)



**CONTEXT**

**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**

RQ1



What are rates of missing environmental context data for medical school applicants?

RQ2



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

RQ3



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

RQ4



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?

# AAMC Research Questions



## Objective:

Gain deeper insights into medical school admissions by examining AMCAS application data from Fall 2017 through Fall 2019 entry cohorts.

Answer:

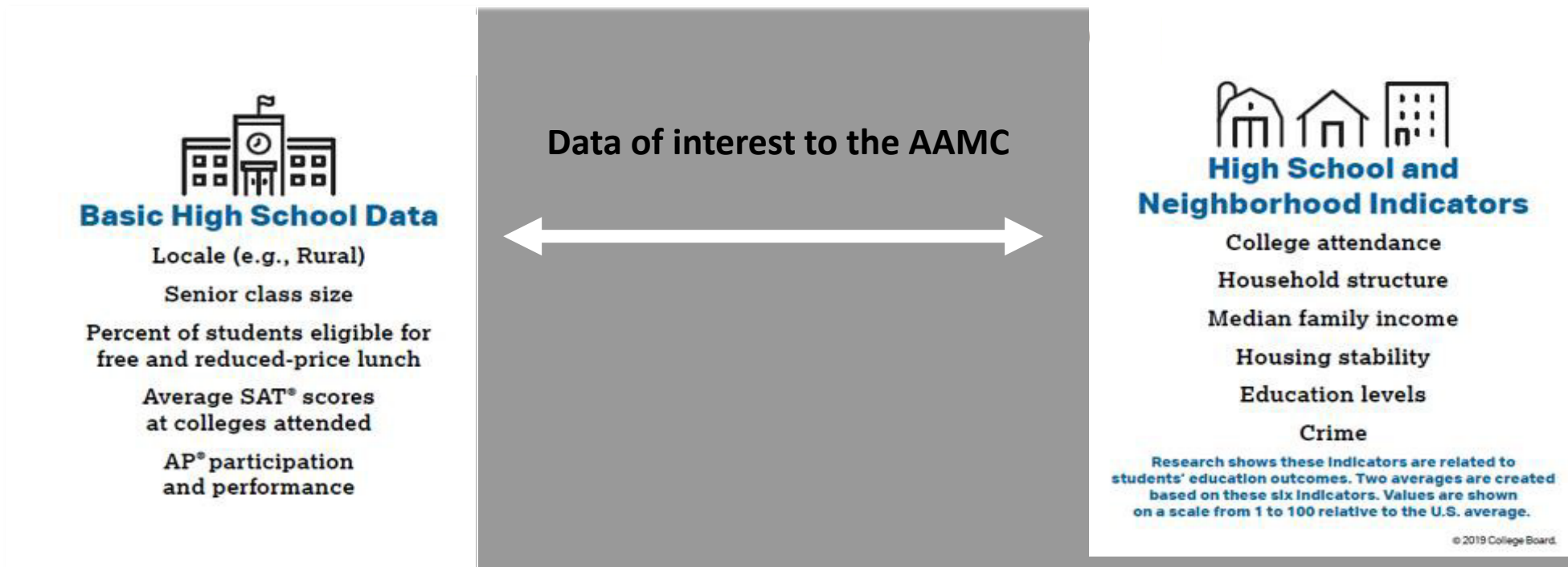
- Do results suggest that the K-12 environmental context are viable for use in medical school admissions?
- Do results suggest that a college context are viable for use in medical school admissions and/or recruiting?

## 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

Phase	Status	Timeframe
Admissions Process Analysis	Complete	May 2023
Research, Planning, Data Analysis, and Initial Decision Recommendations	In progress	July 2023- January 2024
Next Steps Planning	Pending	January-May 2024
Beta Test & Evaluation	Pending	AY 2024-2025
Implementation and Rollout	Pending	AY 2025-2026

- **Working Group Members Invite (2)**
- **Focus Groups:** We will invite community members 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.

\*Each phase contingent upon a go/no go decision based on the data and findings from the previous phase.

# 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](mailto:schoolrel@aamc.org) or 202-828-0635 to schedule a session

## AMCAS Outreach and Engagement

- Contact [AMCASOutreach@aamc.org](mailto: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<sup>®</sup> Exam

Rebecca Fraser, Ph.D.

Director, Admissions & Selection Research & Development

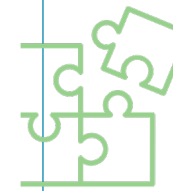
The PREview<sup>®</sup> exam is intended to signal that professional competencies are integral to medical education



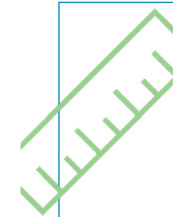
Provides a tool for schools to evaluate professional readiness earlier in the application process



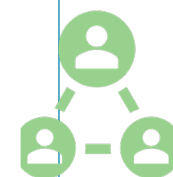
Offer a balance to academic metrics.



Introduce holistic review in a high-volume context.

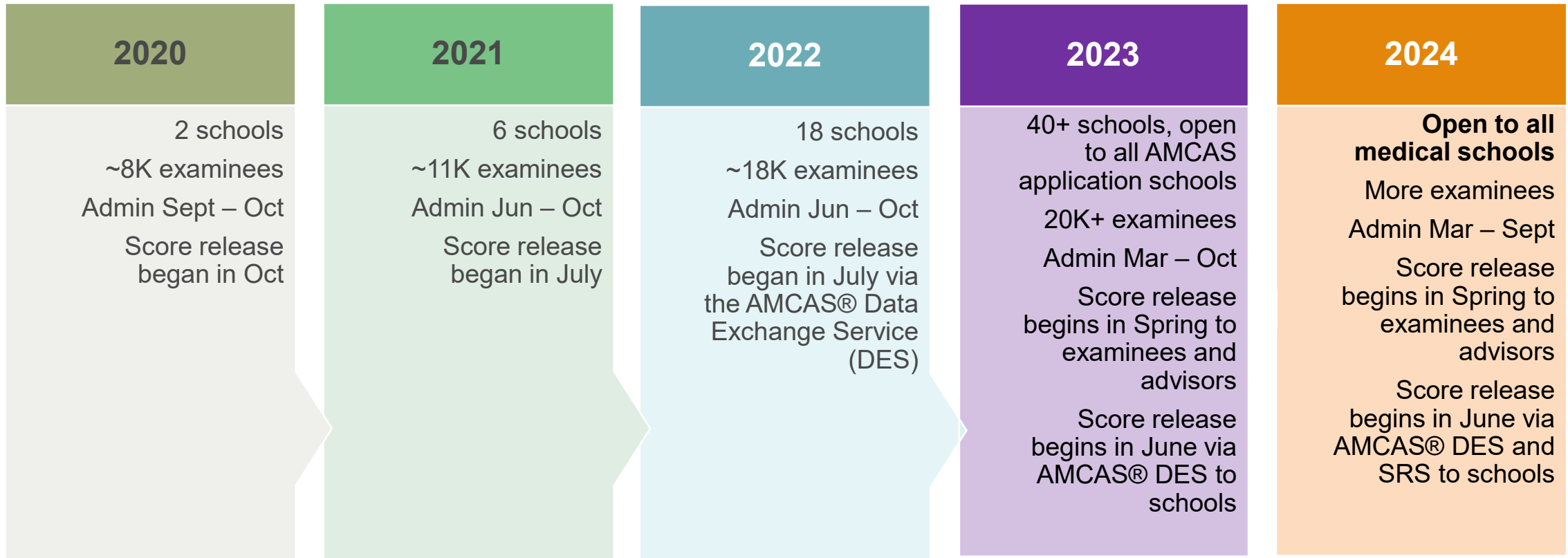


Support consistent evaluation and comparison of professional competencies.




Broaden the diversity of applicants considered.

# Open to All Medical Schools



# 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

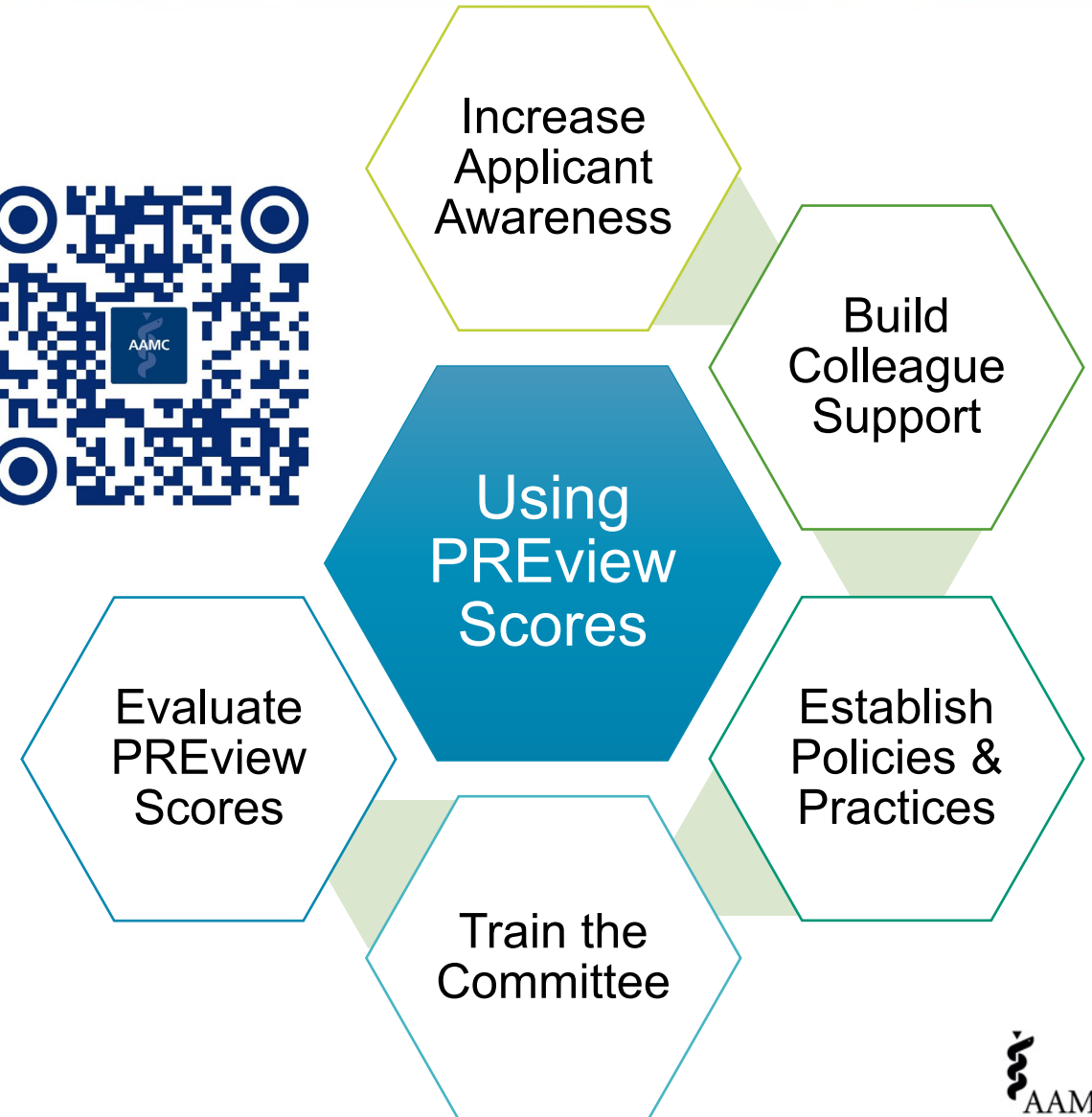
**Item Writing & Editing**  
Assessment experts write and edit items to measure the competencies

**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.



# Expanded Suite of Resources to Support Schools at All Key Stages



# 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



## Resources and Data About the PREview Exam



### Using AAMC PREview Data in 2023 Medical Student Selection

Access the Using AAMC PREview Data in 2023 Medical Student Selection guide, which includes information about the design, interpretation, and use of the PREview exam.



### Tools for Schools Using the PREview Exam

Access resources, data, and tools to help admissions officers and their committees use PREview scores in medical student selection. (Sign-In Required)



### PREview Research

Explore data and research studies that evaluate the validity, psychometrics, fairness, and use of the PREview exam.



### PREview Presentations

Explore recorded webinars and presentation slides that cover PREview administration updates and results from the ongoing research and evaluation on the PREview exam.



# Exploring PREview Scores in Admissions and Medical School



**Admissions data  
(Summer '21 – '24)**

How PREview scores relate to other admissions data

How different groups perform on the PREview exam



**Research Only  
Performance Ratings  
(Beg. Summer '23)**

How PREview scores improve prediction of broader performance in medical school related to cultural humility, service orientation, teamwork, ethics, etc.



**Clerkship outcomes  
(Beg. Summer '25)**

How PREview scores improve prediction of broader performance in medical school, including clerkships evaluating students on cultural humility, service orientation, teamwork, ethics, etc.



**Validating the PREview<sup>(R)</sup> Exam: Expanding the Criteria for Student Success**

November 6, 2023, 1:15 p.m. - 2:30 p.m.  
SCC Summit 327-3279

# PREview Scores May Help Identify Applicants for Further Review

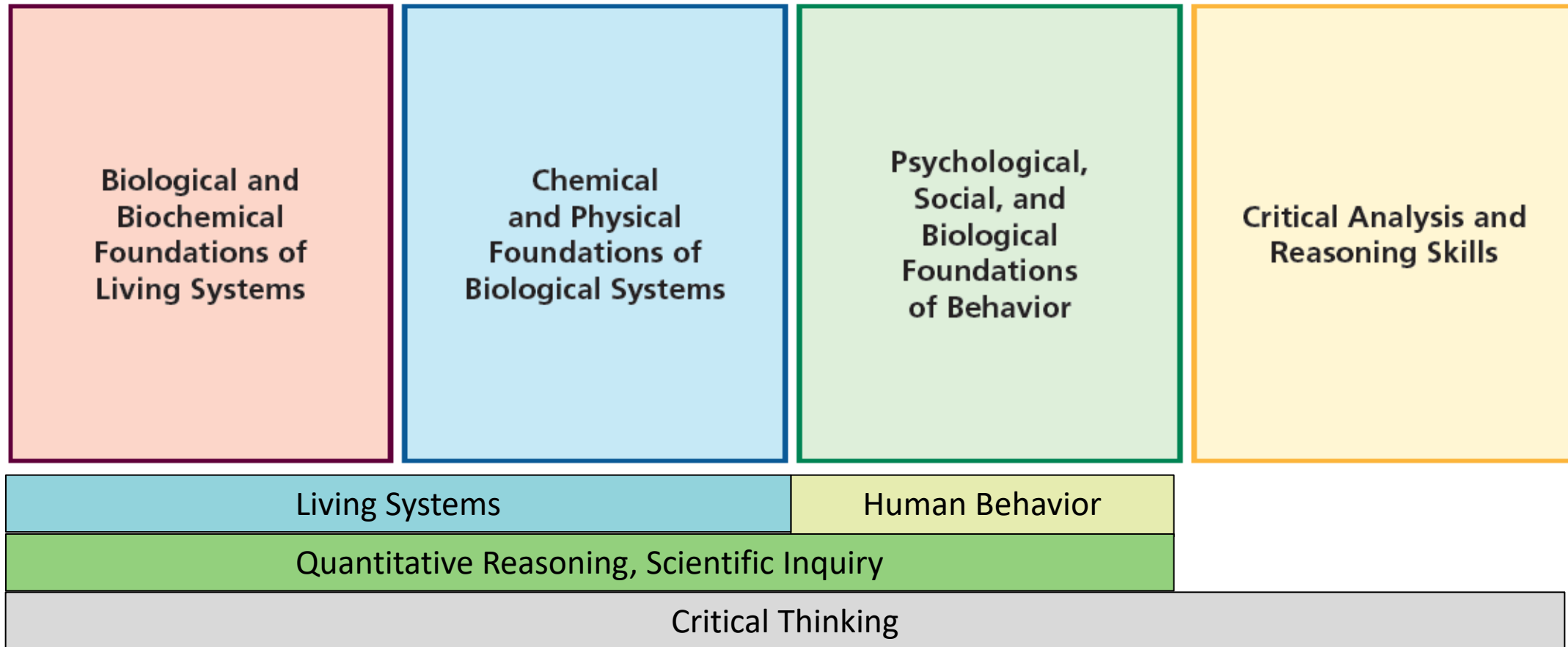
	PREview Score 1-3	PREview Score 4-6	PREview Score 7-9	Total Examinees
<b>MCAT Total Score ≥ 507</b>	<b>3,656 (11%)*</b>	11,768 (34%)	6,717 (20%)	22,141 (64%)
<b>MCAT Total Score 497 - 506</b>	2,503 (7%)	<b>4,798 (14%)*</b>	<b>1,549 (5%)*</b>	8,850 (26%)
<b>MCAT Total Score ≤ 496</b>	1,591 (5%)	1,497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

*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.

# MCAT<sup>®</sup> Resources for Admissions

# The MCAT exam includes four sections that test thinking and reasoning and science competencies





# MCAT Resource Hub for Admissions Officers



## 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)



# MCAT Resource Hub for Admissions Officers



Using MCAT® Data in 2024  
Medical Student Selection



The MCAT® exam is a program of the  
Association of American Medical Colleges  
[aamc.org/mcat](https://aamc.org/mcat)

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.



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MCAT® Admissions  
Insights

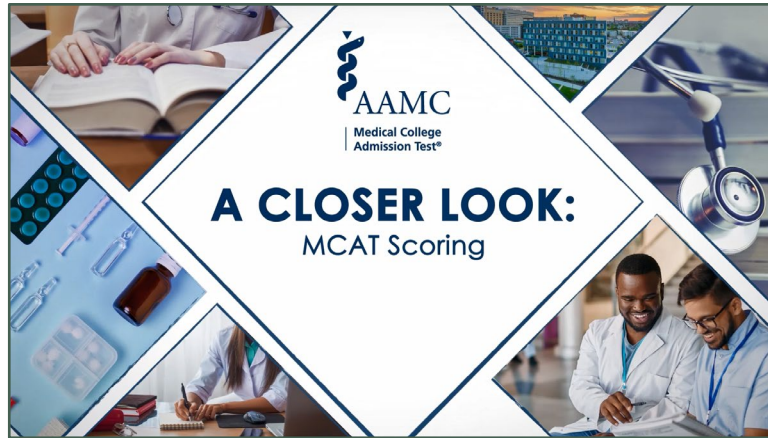
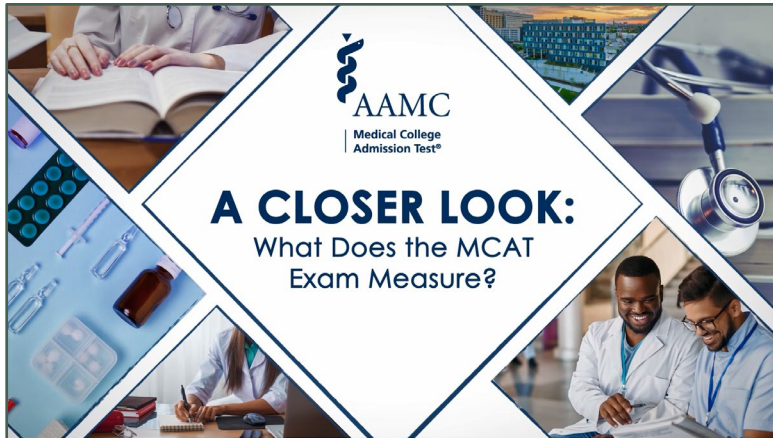
Evidence-based insights, resources, and tools to help you use MCAT® scores



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

To subscribe, email  
[mcatadmissions@aamc.org](mailto:mcatadmissions@aamc.org).

# MCAT Resource Hub for Admissions Officers



## *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.





# MCAT Resource Hub for Admissions Officers



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

Learn Serve Lead 2021



**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](mailto: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