

Impact of Core-Competency Based Evaluations on Formative and Summative Exam Performance

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Learner audience: Since November of 2005, our program used formative, pre- and post-test **examinations** specific for each CA1-3 rotation as an objective evaluation tool. The exams are available on the internet for users with privileges to our BlackBoard site. Post-test performance contributed to 25% of the residents' end-of rotation grade.

Needs Assessment: Introduction of a competency based curriculum required re-design of our evaluation system. Monthly assessment of critical aspects of specialty specific medical knowledge was particularly difficult to assess. We had to integrate pre- and post-rotation test performance in the new evaluation system without "diluting" the importance of these exams.

Curriculum: Examination performance helped to measure **medical knowledge**, while timely completion of the tests was used as a **professionalism** measure. Significant increases from pre-test to post-test performance and time spent on solving all 200-250 questions in the monthly exam pools reflected learning enthusiasm and motivation and was interpreted as a reflection of commitment to **practice-based learning**. We evaluated these aspects of pre-and post test exams from the previous year. Our study design has been approved by the IRB.

Impact: Groups of residents who finished their exams in a timely manner significantly improved their performance between pre- and post-tests or who consistently scored above 80% were able to maintain or increase their ABA in-training examination and AKT exam results and meet our departmental academic requirements. To maintain the positive effect of the exams, we are adding more questions to each pool specific to rotational reading assignments.