A cohort of 89 OMSIII clinical rotation students completed all rotations prior to data analysis and the results were reviewed. Q-Bank mean percent completions rates were 90% or higher for all 10 rotations. Rotation Q-bank assignment mean percentage correct ranged from a low of 45% to a high of 62% across rotations. Significant small positive correlations were found between Q-bank and COMLEX on 4 rotations (FM1, FM2, IM1, EM). An overall improvement was noted in scores between COMLEX Level I and COMLEX Level II with the largest gain of 60 points occurring in the bottom quartile of students.

Identifying effective study tools to support student COMLEX board preparation is an essential aspect to increase academic success on high stakes exams. The results of this pilot study demonstrate some promising aspects that mandatory Q-Bank assignments (quantity) and monitoring of percent correct (quality) has a positive impact on board performance. This study has limitations regarding confounding variables as students use a variety of study resources while preparing for boards. However, it remains promising evidence to continue studying the effectiveness of this type of intervention. This study was completed at a single school and results should be interpreted as such. A future step of this analysis will include the effect of requiring a minimum of 40% correct on the questions for each rotation. Additionally, investigating the possible relationship between Q-bank performance and monthly subject matter NBOME COMAT examinations will be performed.