

## INTRODUCTION

- Most graduates seeking a health science degree are required to take a licensure or certification exam.
- Preparation for licensure exams include testing through multiple-choice exams.
- While post-Exam feedback is paramount to student learning, the feedback process can produce anxiety for both students and faculty
- There is a paucity of research addressing exam feedback processes in the classroom.

## OBJECTIVES

The purpose of this pilot study was to:

- explore the practices and procedures providing feedback to students after completion of multiple choice exams;
- elicit faculty experiences and perceptions regarding the benefits and challenges of providing post-exam feedback; and
- examine faculty experiences of student incivility during post-exam feedback.

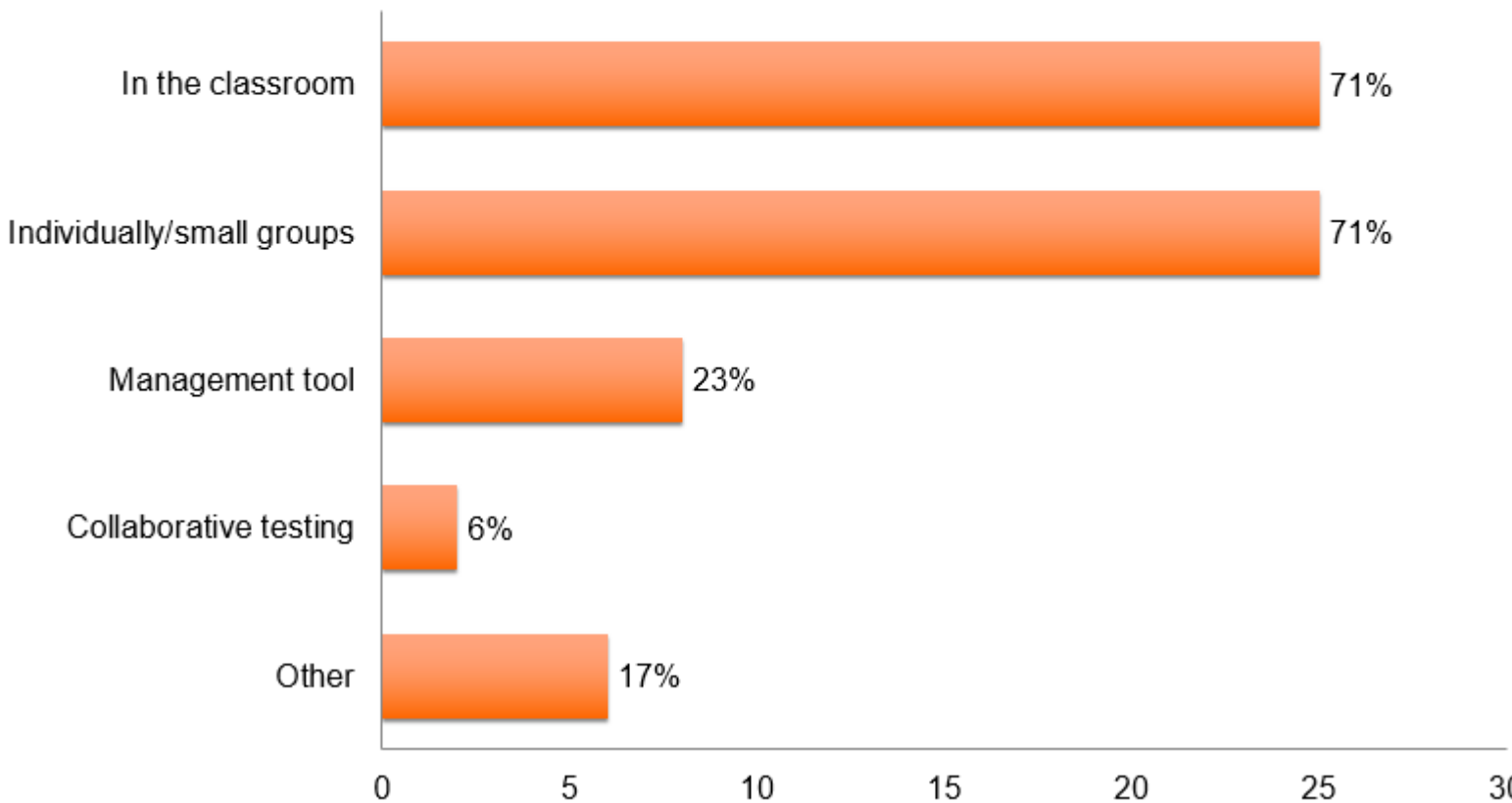
## METHODS

- IRB approved descriptive study conducted at a health science center in one institution
- 13-item questionnaire administered via web-based survey
- Descriptive statistics were used to analyze quantitative data and thematic analysis was used to analyze qualitative data

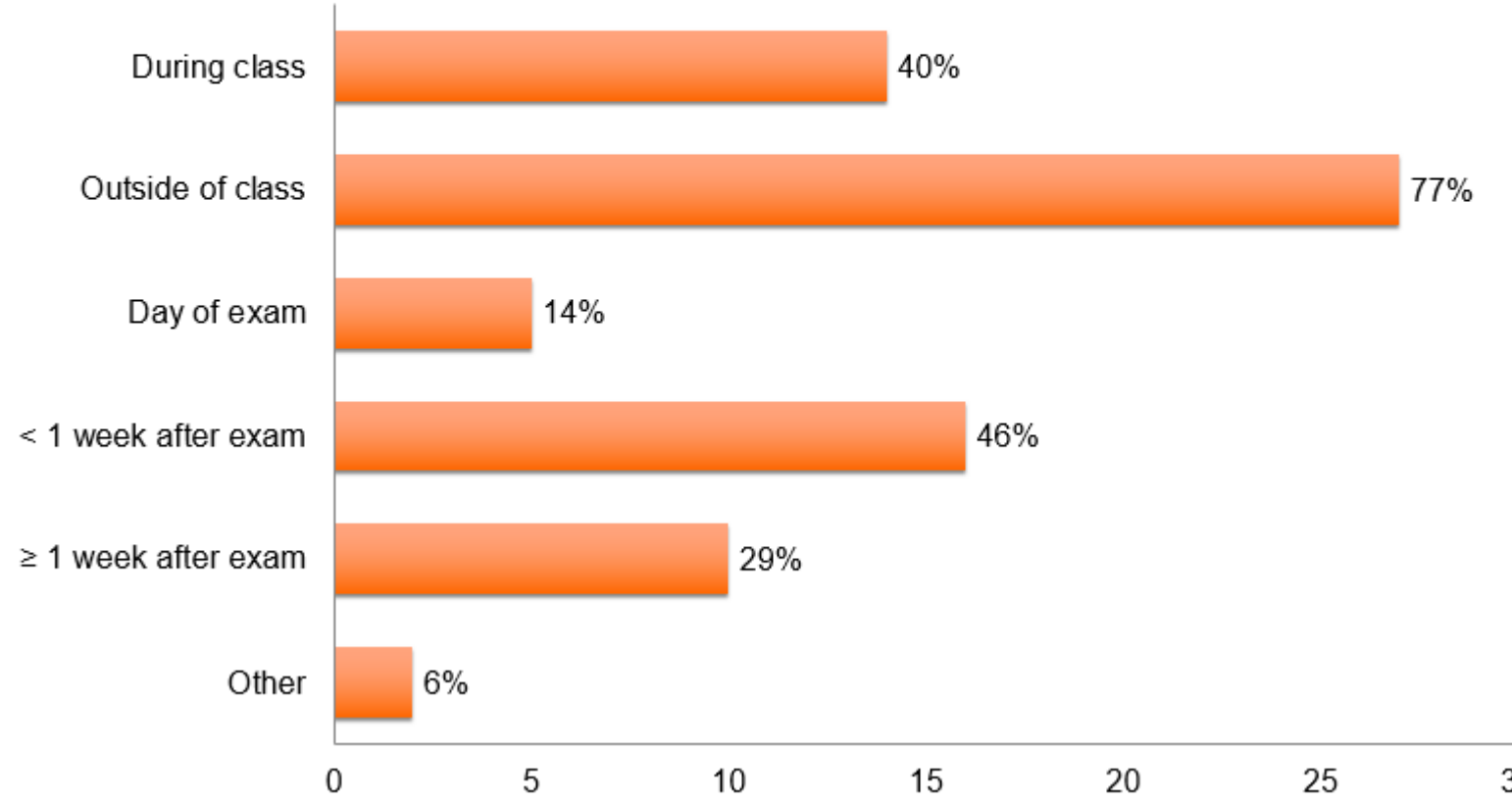
## RESULTS

- 90 faculty members within a Health Sciences Center were invited, through email invitation, to participate in the study
  - To meet inclusion criteria, participants were required to administer multiple-choice examinations in at least one course
- 35 faculty members completed the web-based survey for a response rate of 38.9%
  - Nursing: 14 (40%)
  - Pharmacy: 12 (34.2%)
  - Health Professions: 9 (25.7%)
- 100% of participants provided some level of post-exam feedback beyond exam score

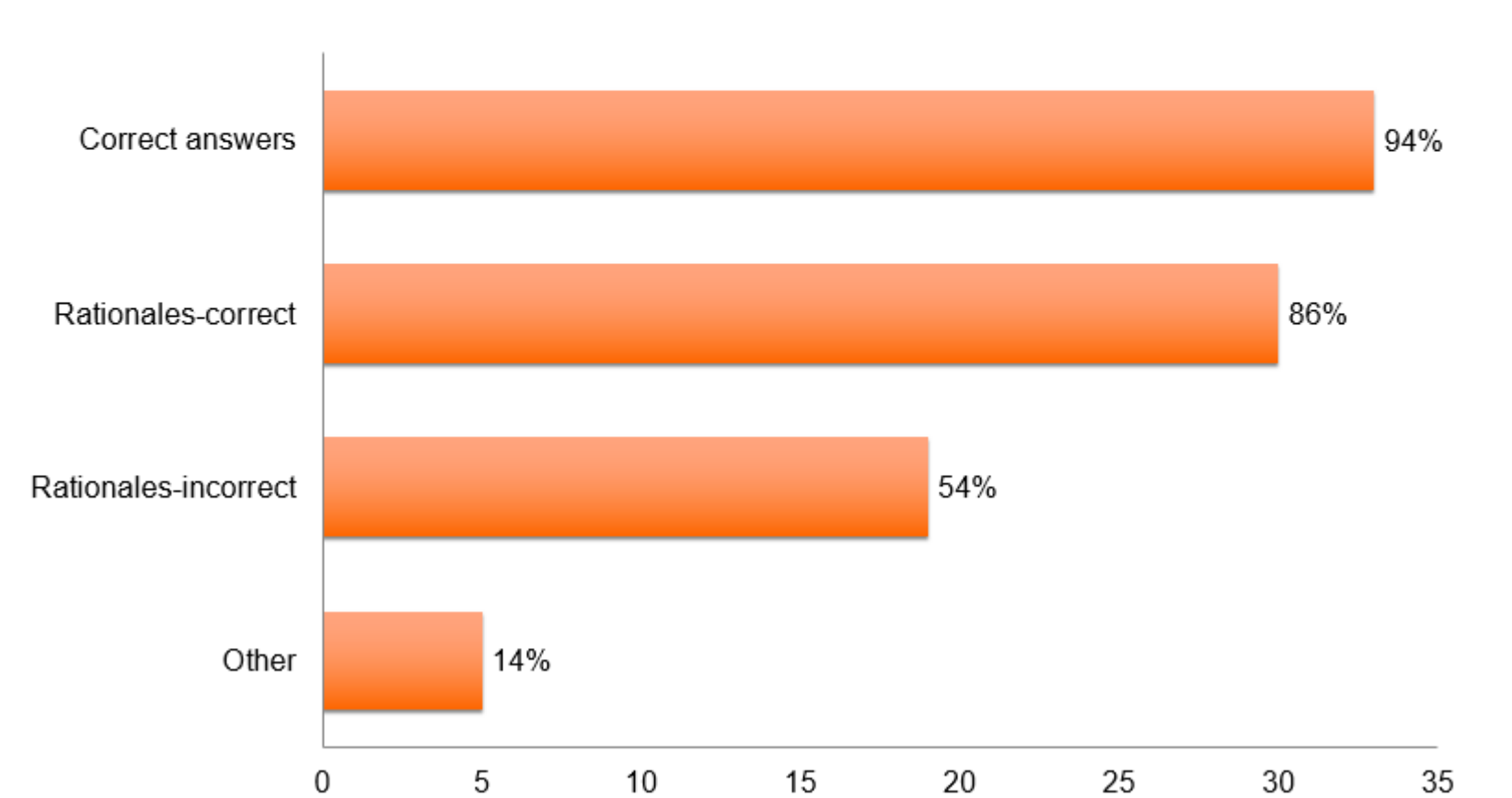
How Post-Exam Feedback is Provided



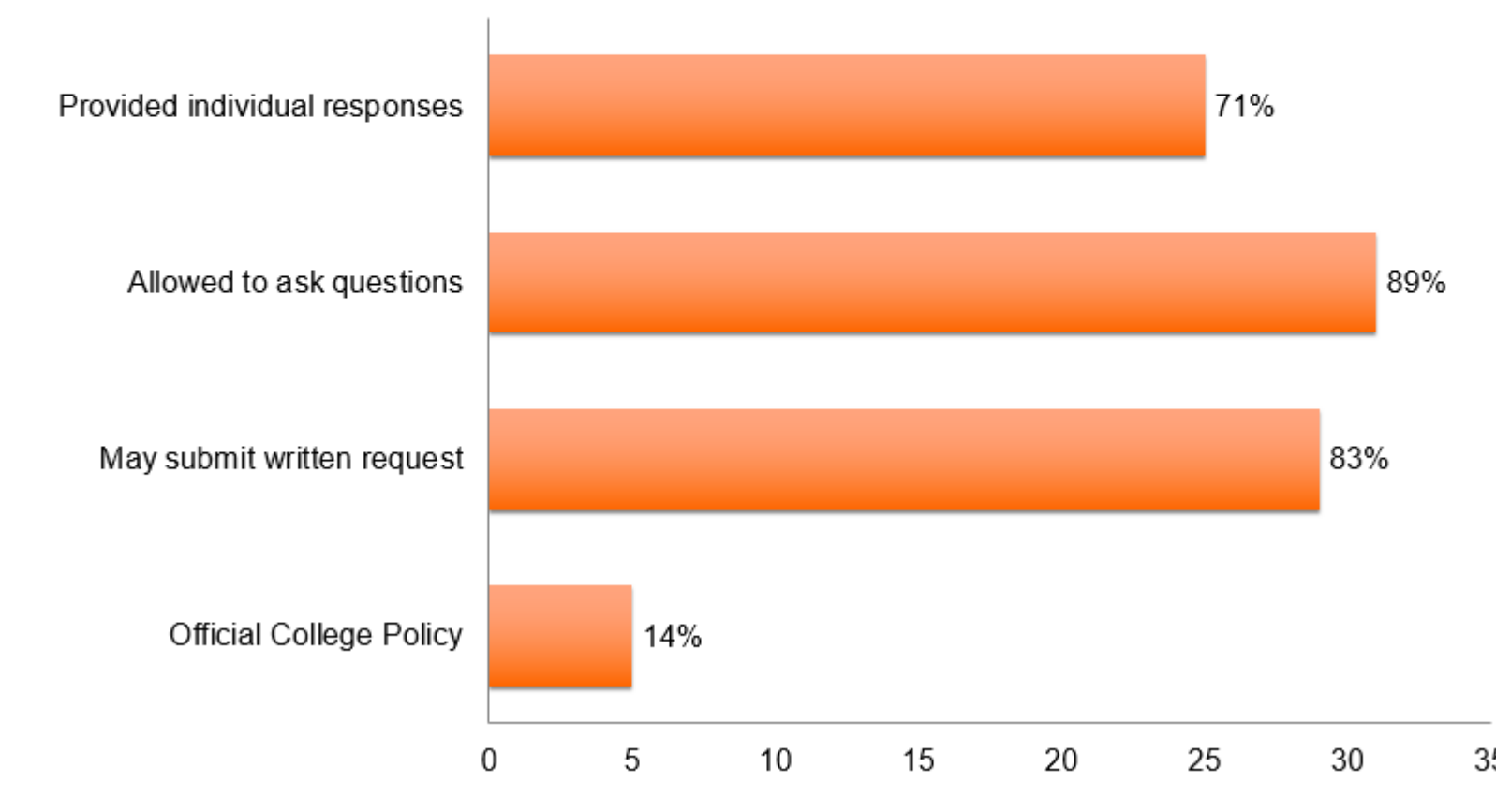
When Post-Exam Feedback is Provided



Information Provided to Students



Additional Information



## RESULTS

### Benefits

- Benefits include **clarification of knowledge deficit, and critical decision making.**
- “I think it is beneficial for students to have some type of review as soon as possible because it **decreases student anxiety.**”

### Challenges

- “Biggest challenge is **finding the time in class** to do more than just providing the correct answers
- “The challenge is that students always want to review the exam on their own terms and we have to implement all kinds of exam security measures to stop them from copying or photographing exam questions.”

### Incivility Encounters

- “When one student makes a point in an **argumentative** manner other students ‘get on the band wagon’ ...the entire process is **disruptive.**”
- “Students sometimes get overly **aggressive with arguing** answers and attempting to have additional answers options selected in order to get a better grade.”

## CONCLUSIONS

- Consistent with current literature, this study demonstrated that the post-exam feedback facilitates students’ learning and retention of concepts and promotes critical thinking
- While most educators agree that post-exam feedback provides a valuable learning experience for students, identification of best practices requires further investigation
- Interprofessional collaboration and research is recommended to identify evidence-based practices for post-exam feedback