The process of securing a residency position has become increasingly arduous and complicated. A vicious cycle involving increased numbers of applications, increased competitiveness, increased reliance on standardized testing, and decreased holistic application reviews, has resulted in maladaptive behavioral changes from both applicants and residency programs. Currently, senior medical students spend a large amount of time and money during the last year of medical school applying to many programs and meeting the demands of the application process. Meanwhile, in order to process the high volume of applications they receive, programs rely on metrics such as USMLE Step 1 scores for screening despite the fact that these metrics are poor predictors of resident success. This resulted in programs granting interviews to the same (competitive) applicant pool, effectively resulting in a larger number of interviews to a smaller number of applicants. This is antithetical to finding the right resident for the right program.

#### Needs and Rationale

The process of securing a residency position has become increasingly arduous and complicated. A vicious cycle involving increased numbers of applications, increased competitiveness, increased reliance on standardized testing, and decreased holistic application reviews, has resulted in maladaptive behavioral changes from both applicants and residency programs. Currently, senior medical students spend a large amount of time and money during the last year of medical school applying to many programs and meeting the demands of the application process. Meanwhile, in order to process the high volume of applications they receive, programs rely on metrics such as USMLE Step 1 scores for screening despite the fact that these metrics are poor predictors of resident success. This resulted in programs granting interviews to the same (competitive) applicant pool, effectively resulting in a larger number of interviews to a smaller number of applicants. This is antithetical to finding the right resident for the right program.

#### Goals

**Improve the continuum of education between medical school and residency to ensure that the right resident matches at the right program and is ready for day one of residency by:**

- Optimize the alignment and fit between interested applicants and potential programs through the application and Match processes
- Provide incoming (matched) PGY-1 residents with professional development to ensure they have the medical knowledge, skills and support necessary to successfully begin residency

#### Objective 1

Implement changes to the residency application and Match processes to decrease the number of applications needed for a successful Match by:

1. Developing Standards to the OB/GYN Application and Interview Processes (SOAIP) by creating a single national calendar for residency application deadline, interview offerings, and rejections
2. Developing additional Application Review Metrics (ARM) to encourage holistic review of residency applications
3. Developing an Applicant Compatibility Index (ACI) app that aids students with program selection by increasing transparency of metrics and characteristics programs use for residency selection
4. Creating an optional Early Result Match Program (ERMP) to decrease the number of applications needed for a successful Match whenever possible

#### Objective 2

Develop a national curriculum to prepare learners for PGY-1 OB/GYN milestones and engage them in learning communities to ensure readiness for day one of residency

1. Development of a Ready for Intern-year Curriculum and Assessments (RICA) to ensure that all learners have the knowledge, skills, and attitudes to be successful at the start of residency
2. Formation of Residency Learning Communities (RLC) consisting of incoming PGY-1 cohorts from each institution paired with a trained Academic Coach from their residency program in order to optimize goal-setting and support after the NRMP Match and transition into residency

#### Implementation and Evaluation

**Outcomes:**
- Year 1 (9/10–12/10)
- Year 2 (1/11–3/11)
- Year 4 (9/11–12/11)
- Year 5 (9/12–12/12)

**Methods:**
- SOAIP: Systematic Ob/Gyn Application and Interview Processes
- ACI: Applicant Compatibility Index
- RICA: Ready for Intern-year Curriculum and Assessments
- RLC: Residency Learning Communities