



Analyzing the Relationship among Academic Performance, Internship Performance and Admission Status

Office of Educational Services
The Chinese University of Hong Kong
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Analysis Results for the Following Questions

Does academic and clinical internship performance differ by admission status?

Does academic performance influence clinical internship performance?



Matched Exam and Intern Data (N=566)

- Data: Mean exam results (2005-08)
 - Year 5 – Medicine & Surgery
 - Year 4 – PED, PSY & OBG

Admission status

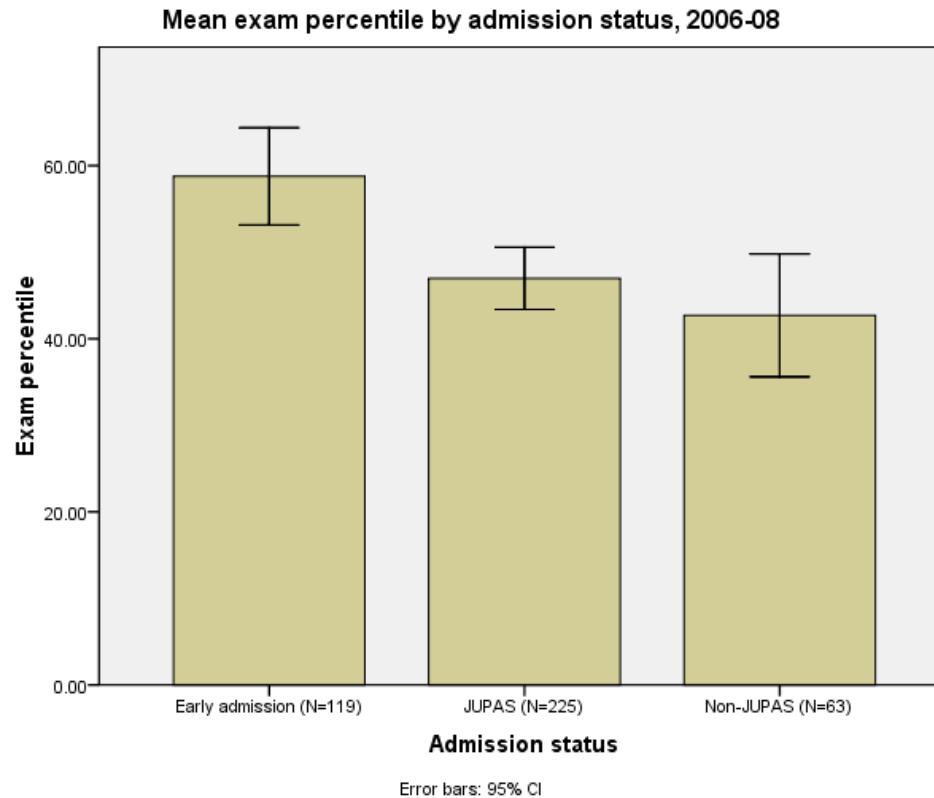
Early admission (N=119),
JUPAS (N=345),
Non-JUPAS (N=102).



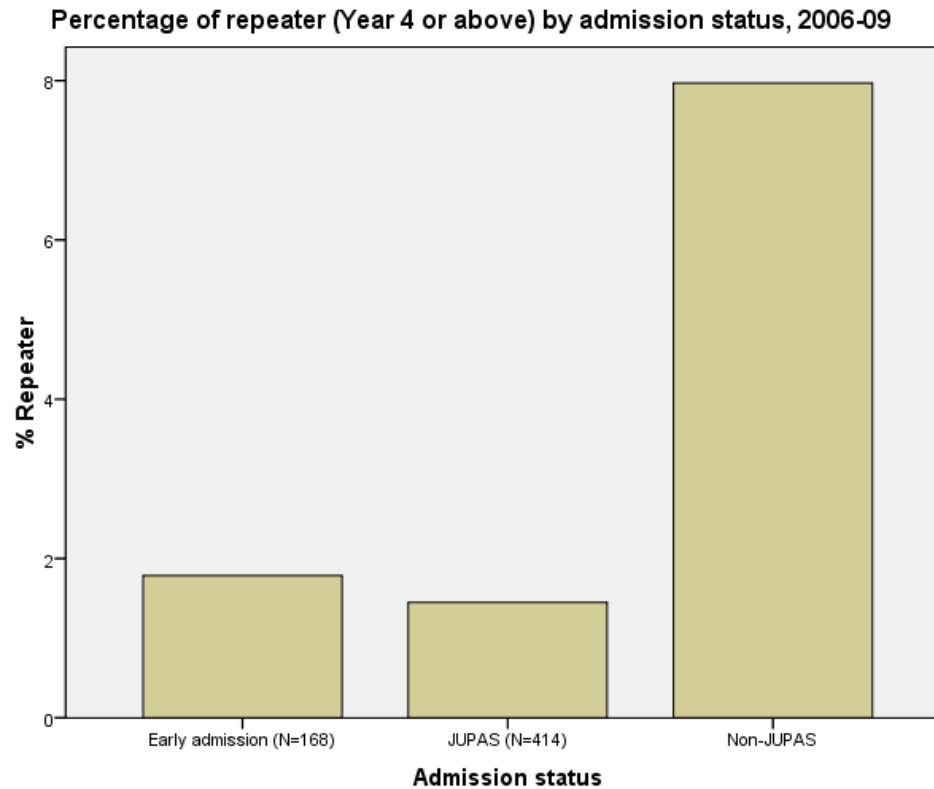
Data: Preceptor's Assessment of Intern (2006-09) (11 item mean)

- Professional Knowledge
- Clinical Skill
- Attitude to Patients
- Attitude to Medical Staff
- Willingness to Learn
- Organizational Ability
- Clinical Judgement
- Attendance at Educational Activities
- Use of Medical Language
- Communication Skill
- Sense of Responsibility

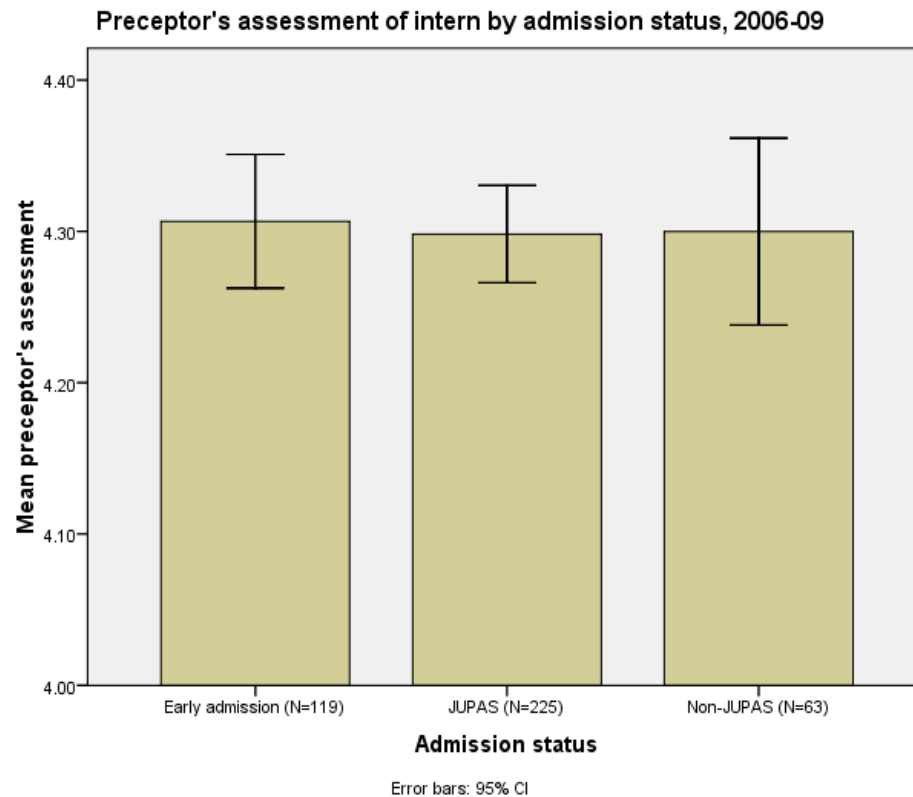
Early Admission has Higher Percentiles, JUPAS & Non-JUPAS are Similar ($F=8.90$, $p<0.001$).



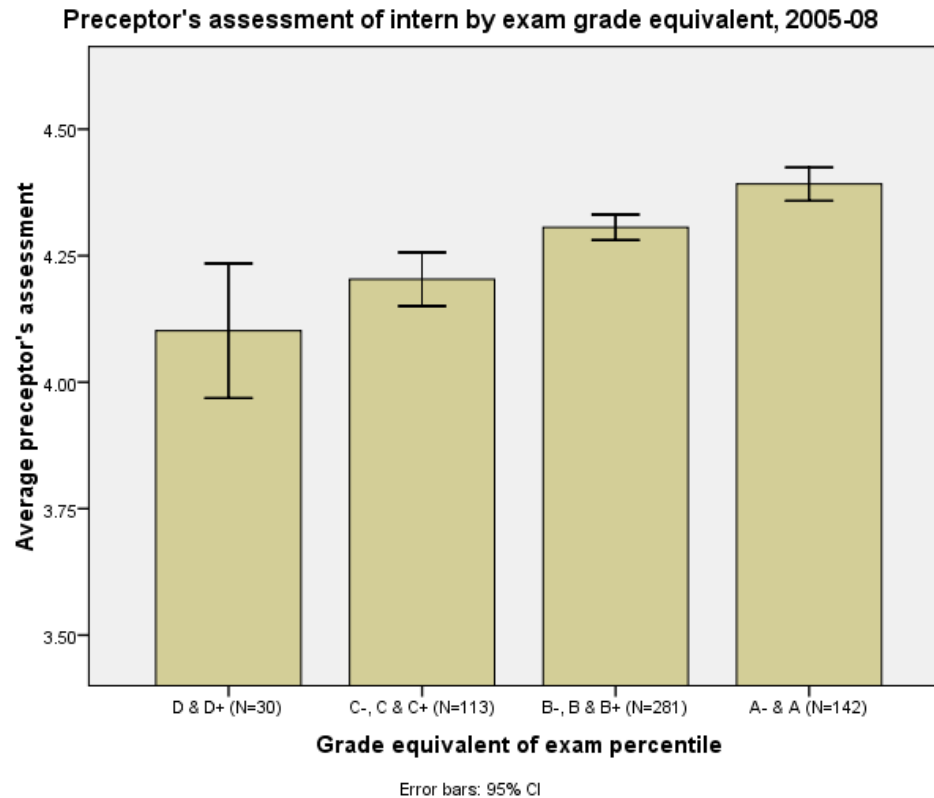
Non-JUPAS has Higher Percentage of repeaters $(\chi^2=17.09, p<0.001)$



Preceptor's Assessment Does Not Differ by Admission Status ($F=0.76$, $p=0.469$)



Preceptor's Assessment is Slightly Correlated with Exam Percentile ($R=0.34$, $p<0.001$) or Grade





Conclusions

Academic performance has a slightly positive correlation with internship performance.

Students of early admission achieved higher exam percentile than those of JUPAS and Non-JUPAS. Non-JUPAS has more repeaters.

However, there are no significant differences in internship performance among the various admission statuses.