Policy Title: Assessment of Medical Student Performance

Policy Number: CU.09.03.170808

Applies to: Faculty of the Elson S. Floyd College of Medicine (ESFCOM) teaching in the MD program

Date: 8/8/2017 – Procedures updated on 8/16/2018

1.0 Policy Statement:
It is the ESFCOM policy that multiple modalities are to be used in assessment of the development of competencies in students matriculating in the Medical Doctor (MD) degree program, and that students and faculty are fully aware of assessment modalities and the assessment program.

2.0 Definitions
Formative assessments: A range of formal and informal procedures intended to inform teaching and learning and improve student attainment. Formative assessments do not count towards end-of-course grades. Formative assessments may be informal and driven by the student or they may be formal and a programmatic requirement. Examples include, but are not limited to, written exams, group case activities, clinical skills sessions, self-assessment and coaching feedback.

Summative assessments: A measurement or procedure used at the end of an instructional period for comparison against a standard or benchmark. Examples include; monthly, final and midterm exams, oral presentations, objective structured clinical examination (OSCE) and clinical performance assessments from multiple sources.

High stakes: Assessments used to make important decisions about students, used most for the purpose of accountability and competency.

Low stakes: Assessments that carry less significance individually but typically provide the student and educators important information about student progress. Cumulatively, low stakes assessments play in informative role in all high-stakes decisions.

The Foundational science: curriculum is organized into integrated, multidisciplinary units, relating normal and abnormal structure, function and behavior with epidemiology, pathophysiology, prevention and treatment of disease, and health maintenance.

Clinical clerkships: follow the foundational science curriculum to provide a broad experience in clinical medicine.

3.0 Responsibilities
Associate Dean of Accreditation, Assessment and Evaluation
Evaluation and Assessment Subcommittee of the Curriculum Committee
Assessment Panel
4.0 Procedures

All assessment tools used within the curriculum are appropriate for the competency being measured. Multiple assessment modalities are used to assess student progress, including: written exams, workplace-based assessments, objective-structured clinical exams, course deliverables and portfolios. Assessment of student performance includes formative and summative feedback and is planned, coordinated, and integrated across all elements of the curriculum. Summative assessments are progressive, cumulative, and limited to strategic points (milestones) in the learning trajectory with a focus on integration and application of knowledge and skills.

1. Assessment of students’ progress in foundational sciences using multiple modalities are conducted by faculty. Modalities include, but are not limited to the following: exams (institutionally developed, written/computer based), laboratory examinations (written/computer-based), nationally normed subject-based exams, course deliverables, self-assessments, and workplace-based assessments.

Students complete evaluations of faculty and all courses.

Modalities of clinical assessments include, but are not limited to, clinical documentation review, performance rating/checklist, self-assessment, portfolio-based assessment, institutionally developed simulation and workplace-based assessment (WBA).

2. When determining a student’s final elective clinical experience grade, elective clinical experience assessment includes, at a minimum, narrative comments assessing both clinical competence and professionalism.

Students’ completed assessments of clinical experiences includes assessments of preceptors, learning environment and sufficiency of appropriate patient experiences.

The Evaluation and Assessment Subcommittee of the Curriculum Committee is responsible for monitoring and recommending changes to assessments of objectives and reports proposed changes to the Curriculum Committee.

Tracking of Assessments

All feedback to individual students and mandatory formative and summative performance assessments are delivered through the curriculum management system and centrally tracked by the Assessment Unit. Medical students receive formative feedback by at least the mid-point of courses and clerkships of four weeks (or longer) duration. Student Progress reports are produced by the Assessment Unit and provided to stakeholders as appropriate, including the Dean, Course Directors, Academic Portfolio Coaches, Clinical Campus Associate Deans and the LIC Director.

5.0 Related Polices

Clinical Supervision of Medical Student Policy
6.0  **Key Search Words**

| Formative, summative, assessment, evaluations, elective clinical experience |

7.0  **Revision History**

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**Responsible Office:** Vice Dean for Faculty and Student Experience

**Policy Contact:** Associate Dean of Accreditation, Assessment and Evaluation

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