Policy Title: Grading Policy

Policy Number: CU.09.04.170815

Applies to: All Elson S. Floyd College of Medicine (ESFCOM) medical students and faculty

Date: 8/15/2017 Procedures updated 8/16/2018

1.0 Policy Statement:
It is the ESFCOM policy that assessment of medical students will align with learning objectives and grading will be fair and consistent with established WSU grading policies.

2.0 Definitions
Remediation: An academic activity to help students meet competency requirements.
Assessment Panel: A panel of teaching faculty charged with reviewing individual medical student assessment results, including both formative and summative assessment information, and final course grades. The assessment panel may also recommend remediation.
Portfolio Coaches: Faculty who work with students on an individual basis to support the portfolio component of the curriculum. The portfolio coaches that work with the students in the pre-clinical years are referred to as Academic Portfolio Coaches and the portfolio coaches that work with the students in the clinical years are the Clinical Portfolio Coaches.
Satisfactory: A grade that indicates that the student has met expectations for all assessment elements of the course.
Incomplete: A grade that indicates that the student is unable to meet the requirements of the course, including to extenuating circumstances, e.g. illness or emergency, the student works with Student Affairs, the Associate Dean of Curriculum and the Course Director to develop a suitable schedule for fulfilling course requirements.
Fail: A grade that indicates that the student was unsuccessful with remediation and therefore has not met the expectations of the course.
Assessment Method/Artifact: An individual assessment or assignment.
Assessment Modality: A category of assessment, e.g. ESFCOM uses 5 categories for components: Written Exams, work-place based assessments (narrative), clinical assessments, course-based assignments, and portfolio-based assessments.
3.0 Responsibilities
Assessment Panel
Course Director
Office of Student Affairs
Portfolio Coach
Associate Dean of Accreditation, Assessment and Evaluation
Associate Dean for Curriculum
Vice Dean for Student and Faculty Experience

4.0 Procedures

Feedback:
- Teaching faculty provide feedback on student interview and physical examination skills, presentations, and written assignments.
- Students receive narrative feedback from faculty focused on their progress in achieving the goals of the course at multiple points during each course. Course performance may be discussed in the context of a student’s overall academic performance.
- Feedback is intended to provide specific guidance to students about their progress in achieving the goals of the MD program, including suggestions for upcoming courses.

Grading:
- Grades of satisfactory/fail are used in the pre-clinical years and grades of honors/satisfactory/fail are used in the clinical years.
- A grade of incomplete can only be given in consultation with the Associate Dean of Curriculum.
- The following assessment components are used to inform end of course grades for courses in the ESFCOM MD program: Written exams, workplace-based assessments (narrative assessments), clinically-based assessments (e.g. OSCEs), course-based assignments, and portfolio-based assignments.

Criteria for evaluation and grading:
To pass any course within the ESFCOM MD program, students must meet all of the following:
1. Attend and participate in all required sessions (unless absence is cleared ahead of time by the Course Director).
2. Complete all scheduled written assignments on time. Late and/or incomplete required deliverables or activities will be reported to the Assessment Unit.
3. Demonstrate professionalism in class and with patients, peers and faculty.
4. Must achieve a minimum 70% overall performance for each assessment component. Students must pass each assessment component to pass the course. Failure to meet competency in any one assessment component will result in failure of the course. Each assessment component will contain zero-stakes, low-stakes and high-stakes assessment elements. Students will be required to complete all zero-stakes assessments, complete all low-stakes assessments and a minimum of 70% on each high-stakes assessment within each assessment component.
End of course grades are determined by an Assessment Panel. The Assessment Panel communicates the recommended course grades and the recommended areas for targeted remediation to the Course Directors. Course Directors work with the appropriate component directors to develop the remediation activity. The grades and any recommended remedial plans are then communicated to the SEPAC by the Course Directors. Course Directors are responsible for overseeing the remediation process with support from the Associate Dean of Accreditation, Assessment and Evaluation. The final course grade are reported by the Assessment Unit to the Registrar.

**Students who are having difficulty:**

If a student is not making satisfactory progress with skills, is not demonstrating appropriate standards of professional conduct, fails to complete any of the course requirements, and/or is accumulating a significant number of notices of concern, an internal notation of this is made. At the mid-point in each course, Portfolio Coaches receive a progress report from the Assessment Unit that outlines student performance within the course and includes a description of any professionalism concerns.

At the mid-course point, the Portfolio Coach assesses the progress of the student and assigns a progress rating:

1. Green- student is doing well; any identified issues are minor and are resolved or expected to be resolved without further intervention.
2. Yellow- the student may be at risk for failing the course; there are ongoing concerns that require support, follow-up and monitoring.
3. Red- the student is considered at high risk of failing the course or for being required to leave ESFCOM.

If the student is considered at high risk, clear expectations of student performance may be formally delineated in a “Letter of Expectations” issued from the Course Director(s) and the Associate Dean Curriculum. In these circumstances, expectations are not negotiable if students wish to remain in the MD program.

When appropriate, these concerns may be communicated to the SEPAC in the context of discussing students’ overall performance. Persistent problems are reflected in the student’s final evaluation for the course; which is sent to the Dean’s office.

**5.0 Related Policies**

N/A

**6.0 Key Search Words**

Grading, assessment, remediation, satisfactory, fail, incomplete

**7.0 Revision History**

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

**Policy Contact:**  Associate Dean for Curriculum

**Supersedes:**  N/A