



Elson S. Floyd College of Medicine

WASHINGTON STATE UNIVERSITY

Policy Title: Assessment of Medical Student Performance

Policy Number: CU.09.03.170808

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

Date: 2/21/2020

1.0 Policy Statement:

It is the Elson S. Floyd College of Medicine 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 measurements or 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, but are not limited to; 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 an informative role in all high-stakes decisions.

The Foundations of Medicine: 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 for Accreditation, Assessment and Evaluation

Assessment of Medical Student Performance

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 Foundations of Medicine using multiple modalities are conducted by faculty. Assessment modalities used include but are not limited to the following: exams (institutionally developed, written/computer based), laboratory examinations, nationally normed subject-based exams, workplace-based assessments, course assignments, self-assessments, and peer assessments.

Students complete evaluations of faculty and all courses.

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

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 evaluations of preceptors, learning environment and sufficiency of appropriate patient experiences.

The 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 Student 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 Student Assessment Unit and provided to stakeholders as appropriate, including the Dean, Course and Clerkship Directors, Portfolio Coaches (Academic and Clinical), and Clinical Campus Associate Deans.

5.0 Related Policies

Clinical Supervision of Medical Student Policy

Assessment of Medical Student Performance

6.0 Key Search Words

Formative, summative, assessment, evaluations, elective clinical experience

7.0 Revision History

Original Approval	Policy number	Revision Date Approval
4/28/2016	09.03.160428	8/8/2017
		02/21/2020

Responsible Office: Vice Dean of Student and Faculty Experience

Policy Contact: Associate Dean of Accreditation, Assessment and Evaluation

Supersedes: CU.09.03.160428 approved 8/8/2017