



Elson S. Floyd College of Medicine

WASHINGTON STATE UNIVERSITY

Policy Title: Grading Policy

Policy Number: CU.09.04.170815

Applies to: All WSU Elson S. Floyd College of Medicine medical students and faculty

Date: 02/21/2020

1.0 Policy Statement:

It is the Elson S. Floyd College of Medicine policy that assessment of medical students will align with learning objectives and milestones, and grading will be fair and consistent with established WSU grading policies.

2.0 Definitions

Targeted Skills Development: An academic activity to help students meet competency requirements. Targeted skills development occurs during a course and represents opportunities for course correction.

Remediation: An academic activity to help students meet competency requirements. The term remediation is used only when the academic activities required to meet competency requirements occur after a course or clerkship has ended.

Competency Panel: A panel of teaching faculty charged with reviewing individual medical student assessment information, including both formative and summative assessment information, and final course grades. The Competence Panel may also recommend targeted skills development and remediation.

Portfolio Coaches: Faculty who work with students on an individual basis to provide the support students need to excel academically and professionally in the program. Portfolio coaches have no role in assessment. 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 the requirements 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 extenuating circumstances, e.g. illness or emergency, the student works with Student Affairs, the Associate Dean for 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. the College of Medicine uses 5 categories for components: Written Exams, work-place based assessments (narrative), clinical assessments, course-based assignments, and portfolio-based assessments.

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3.0 Responsibilities

Associate Dean for Accreditation, Assessment and Evaluation

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 for Curriculum.
- The following assessment components are used to inform end of course grades for courses in the College of Medicine 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 College of Medicine MD program, students must meet all of the following:

1. Attend and participate in required sessions (unless absence is cleared ahead of time by the Office of Student Affairs).
2. Complete all scheduled course assignments on time. Late and/or incomplete required deliverables or activities are considered a professionalism issue and will be reported to the Student Assessment Unit. Targeted Skills Development may be offered.
3. Demonstrate professionalism in class and with patients, peers and faculty.
4. Students must pass each assessment modality to pass the course. Failure to meet competency in any one assessment modality will result in failure of the course.

End of course grades are determined by the Competency Panel. The Competency Panel communicates the recommended course grades and the recommended areas for targeted remediation to the Course Directors. 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 for Accreditation, Assessment and Evaluation. The final course grade is reported by the Student Assessment Unit to the Registrar.

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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 incident cards (professionalism concerns), an internal notation of this is made. At the mid-point in each course, Portfolio Coaches receive an Individual Progress Report from the Student Assessment Unit that outlines student performance within the course and includes a description of any professionalism concerns.

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 Associate Dean for Curriculum and the Associate Dean for Accreditation, Assessment and Evaluation. 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
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7.0 Revision History

Original Approval	Policy number	Revision Approval Date
8/15/2017	CU.09.04.170815	2/21/2020

Responsible Office: Vice Dean for Student and Faculty Experience

Policy Contact: Associate Dean for Accreditation, Assessment and Evaluation

Supersedes: CU.09.04.170815 approved on 8/15/2017