

M E M O R A N D U M

TO: Matt Hudelson, Executive Secretary
Faculty Senate

FROM: Becky Bitter, Registrar's Office

FOR: Professional Health Sciences Committee

DATE: 24 January 2021

SUBJECT: Proposal to Establish a New Grading Basis (H,NH,S,F) for the College of Medicine

The Professional Health Sciences Committee recently approved a proposal to establish a new grading basis for the College of Medicine. The grading basis adds an additional assessment level for courses which are currently graded H (Honors), S (Satisfactory), F (Failing). This will add a new grade – NH, Near Honors – to the grade options.

The PHSC understood that this 4-tier grading is common at other medical schools. The Catalog Subcommittee also reviewed and approved the assessment criteria for the new grade.

At this time, Faculty Senate review and approval is recommended, to be effective Summer 2021.

MEMORANDUM

TO: Becky Bitter, MA, Senior Assistant Registrar
Washington State University Registrar's Office

FROM: John Tomkowiak, MD, MOL
Founding Dean



Dawn Cooper, PhD
Associate Dean for Accreditation, Assessment and Evaluation

DATE: January 6, ~~2020~~ 2021

RE: Expansion of the grading system to include a Near Honors option in Years 3 and 4 of the MD Program.

The Elson S. Floyd College of Medicine (ESFCOM) is seeking the Washington State University Faculty Senate's approval to expand the current grading framework used in the Years 3 and 4 (the Clerkship Years) to include a "Near Honors" grade option. Currently, the grades available to students in Years 3 and 4 are Honors, Satisfactory, and Fail. Faculty Senate approval of this request will provide our students with four grading options in the Years 3 and 4: Honors, Near Honors, Satisfactory and Fail. We are requesting this change for the following reasons:

1. In the 2019/2020 and 2020/2021 Academic Years, our faculty grading panels have clearly identified four groups of students: (1) students clearly meeting the criteria for Honors, (2) students who were clearly performing better than students achieving a Satisfactory but were short of meeting the Honors criteria (borderline group), (3) students who clearly met the criteria for satisfactory, and (4) students who did not meet the minimum requirements to pass. Faculty grading panels and the Curriculum Committee are concerned that we are disadvantaging students in this borderline group by assigning them a Satisfactory grade.
2. Four-tiered grading systems that include a "High Pass" or "Near Honors" option are common at Medical Schools in the US. The proposed change aligns the College of Medicine with the clerkship grading options at the majority of medical schools, which will likely promote comparable review of our medical students when they compete for residency program positions with students from other medical schools.
3. Fourth year medical students typically complete "away" rotations at other medical schools as part of their training. This Academic Year, we had 4th year students complete "away" rotations and receive grades of "High Pass"(a grade that sits between "Pass" (our Satisfactory) and

“Honors.” Given our current grading system, we had no choice but to assign these students a Satisfactory grade. As more of our students begin to complete away rotations, we expect to receive more High Pass/Near Honors assessments from other medical schools and would like to accurately represent these student performances on their transcripts. We disadvantage our students by down-grading to Satisfactory the grades they earned from other institutions.

In this package, we have included updated grading criteria for the courses that would be impacted by this grading change. These include:

1. Year 3: MED CLIN 521, 522, 523, 524
2. Year 4: All 4-week Electives

We greatly appreciate the University’s willingness to consider this request off cycle and thank everyone for their time.

Please accept this memorandum as approval to the changes described above by Dr. John Tomkowiak, Dean of the Elson S. Floyd College of Medicine, Dr. Dawn Cooper, Associate Dean for Accreditation, Assessment, and Evaluation and the Curriculum Committee.

Thank you for your time, review, and consideration.

cc: Judith Bowen, MD, PhD, FACP
Associate Dean for Curriculum

Jaime Bowman, MD, FAAFP
Director, Longitudinal Integrated Clerkship

Dawn Elise DeWitt, MD, MSC, MACP, FRACP, Cert Med Ed
Inaugural Year 4 Director

Lonika Sood, MD, MHPE, FACP, FHM
Chair, Curriculum Committee

Overarching Framework for Performance Assessment

The ESFCOM MD Program is a competency-based that uses multiple assessment methods to monitor student performance in the 6 Core Competencies: Medical and Scientific Knowledge, Patient Care and Health Promotion, Professionalism and Self-awareness, Practice-based Lifelong Learning, Systems-based Practice, and Communication and Interpersonal Skills.

Assessment Framework for Longitudinal Integrated Clerkship (Year 3)

Final grades in Year 3 will be reported at the end of the Longitudinal Integrated Clerkship (LIC) as follows:

1. Overall performance in the LIC

- Overall: Honors/Near Honors/Satisfactory/Fail (criteria described below)
- Performance will also be reported by competency

Assessment Modalities Used in Year 3

The assessment modalities that will be used to assess student performance in the LIC include:

- Workplace-based Assessments
- Objective Structured Clinical Exams (OSCEs)
- Written Exams
- Assignments
- Portfolio Project

Each assessment modality captures information about development in specific domains of competence and together inform development in the 6 Core Competencies listed above.

Grading criteria

Satisfactory – To achieve a grade of satisfactory in the LIC, students must:

1. Satisfactorily complete all course requirements by the end of the LIC
2. Complete logging requirements by the end of the LIC
3. Complete all required course and faculty evaluations
4. Satisfactory attendance per the ESFCOM Attendance Policy, and exhibit professional behavior throughout the LIC (see Medical Student Professionalism and Self-Awareness found in the Student Handbook)
5. Attain an “Achieve” or higher in all 6 core competency domains

Near Honors – To achieve a grade of Near Honors in the LIC, students must:

1. Satisfactorily complete all course requirements by the end of the LIC
2. Complete logging requirements by the end of the LIC
3. Complete all required course and faculty evaluations within the communicated due date (grace will be given for one assignment)
4. Have satisfactory attendance per the ESFCOM Attendance Policy, and exhibit professional behavior throughout the LIC (see Medical Student Professionalism and Self-Awareness found in the Student Handbook)
5. Achieve an “Honors” in 5 of 6 core competency domains

Honors – To achieve a grade of Honors in the LIC, students must:

1. Satisfactorily complete all course requirements by the end of the LIC
2. Complete logging requirements by the end of the LIC
3. Complete all required course and faculty evaluations within the communicated due date (grace will be given for one assignment)
4. Have satisfactory attendance per the ESFCOM Attendance Policy, and exhibit professional behavior throughout the LIC (see Medical Student Professionalism and Self-Awareness found in the Student Handbook)
5. Achieve an “Honors” in all 6 core competency domains

Generic Assessment Framework for 4th Electives

Assessment Modalities Used in Year 4

The assessment modalities that will be used to assess student performance in Year 4 electives include:

- Workplace-based Assessments
- Written Exams
- Assignments
- Logbooks
- Self-assessments and learning plans

A. Grading Criteria For 4-week Patient Care Electives

The following components will inform the grades for all 4-week patient-care electives. The relative weighting for each component has been included.

1. Clinical Performance (Clinical Performance Assessment and Workplace-Assessments) (50-65%)
2. Assignments (5-20%)
3. Professional Attributes (10%)
4. Logbook (5%)
5. Self-assessment and learning plan – 5%

All 4-week patient care electives will be graded using Honors, Near Honors, Satisfactory, or Fail. To achieve an Honors, students must meet the Honors criteria outlined for each assessment component. To achieve a Near Honors, students must meet Honors criteria for 4 of the 5 assessment components listed above (Note: to achieve a Near Honors, students must achieve an Honors in the Professional Attributes component). To achieve a satisfactory in this rotation students must meet the criteria for satisfactory outlined for each assessment component listed above. Any student failing to achieve a satisfactory in the Professional Attributes component in any elective will fail the elective.

Grading Criteria for Non-Patient Care Electives

Non-patient care electives are important learning opportunities that do not require direct care of patients. Examples include: Medical Education, Evidence-based Medicine, Quality Improvement & Patient Safety, Research Experience.

The following components will inform the grades for all non-patient care electives. The relative weighting for each component has been included.

1. Learning plan (10%)
2. Assignments (70%)
3. Professional Attributes (10%)
4. Self-assessment (10%)

All 4-week non-patient care electives will be graded using Honors, Near Honors, Satisfactory, or Fail. To achieve an Honors, students must meet the Honors criteria outlined for each assessment component. To achieve a Near Honors, students must meet Honors criteria for 4 of the 5 assessment components listed above (Note: to achieve a Near Honors, students must achieve an Honors in the Professional Attributes component). To achieve a satisfactory in this rotation students must meet the criteria for satisfactory outlined for each assessment component listed above. Any student failing to achieve a satisfactory in the Professional Attributes component in any elective will fail the elective.

Prefix	Course #	Course Title
MED CLIN	521	Longitudinal Integrated Clerkship I
MED CLIN	522	Longitudinal Integrated Clerkship II
MED CLIN	523	Longitudinal Integrated Clerkship III
MED CLIN	524	Longitudinal Integrated Clerkship IV
MED CLIN	530	Clinical Cases
MED CLIN	531	Sub Internship in Family Medicine
MED CLIN	532	Sub Internship in Internal Medicine
MED CLIN	533	Sub Internship in Surgery
MED CLIN	534	Sub Internship in Pediatrics
MED CLIN	535	Sub Internship in Psychiatry
MED CLIN	536	Sub Internship in Obstetrics and Gynecology
MED CLIN	537	Emergency Medicine
MED CLIN	538	Rural Medicine
MED CLIN	539	Underserved Medicine
MED CLIN	540	Advanced Multi-Specialty Clinical Cases
MED CLIN	541	Radiology
MED CLIN	542	Dermatology
MED CLIN	543	Physical Medicine & Rehabilitation
MED CLIN	544	Nephrology
MED CLIN	545	Critical Care Medicine
MED CLIN	546	Vascular Surgery
MED CLIN	547	Cardiology
MED CLIN	548	Orthopaedic Surgery
MED CLIN	549	Hematology and Oncology
MED CLIN	550	Residency Preparation Clinical Cases
MED CLIN	551	Pathology
MED CLIN	552	Gastroenterology
MED CLIN	553	Pediatric Subspecialties
MED CLIN	554	Telemedicine: Principles of Practice
MED CLIN	555	Telemedicine: Clinical Practice
MED CLIN	556	Basic Medical Spanish
MED CLIN	557	Medical Spanish: Clinical Clerkship in Spanish
MED CLIN	558	Medical Humanities
MED CLIN	559	Technical Writing in Medicine
MED CLIN	560	Advanced Family Medicine
MED CLIN	561	Advanced Internal Medicine: Ambulatory
MED CLIN	562	Advanced Obstetrics and Gynecology: Ambulatory
MED CLIN	563	Advanced Pediatrics: Ambulatory
MED CLIN	564	Psychiatry Subspecialties
MED CLIN	565	Advanced Surgery
MED CLIN	566	Advanced Internal Medicine: Inpatient
MED CLIN	567	Advanced Obstetrics and Gynecology
MED CLIN	568	Pediatric Hospital Medicine
MED CLIN	570	Away Rotation: North America
MED CLIN	571	Away Rotation: International
MED CLIN	572	Addiction Medicine

Prefix	Course #	Course Title
MED CLIN	573	Anesthesiology
MED CLIN	574	Clinical Bioethics
MED CLIN	575	Geriatrics
MED CLIN	576	Medicine Subspecialties
MED CLIN	577	Subspecialty Surgery
MED CLIN	578	Advanced General Surgery
MED CLIN	579	Medical Informatics
MED CLIN	580	Neurology
MED CLIN	581	Obstetrics and Gynecology Subspecialties
MED CLIN	582	Quality Improvement & Patient Safety
MED CLIN	583	Evidence-Based Medicine
MED CLIN	584	Ophthalmology
MED CLIN	585	Hospice and Palliative Medicine
MED CLIN	586	Neurological Surgery
MED CLIN	587	Public Health
MED CLIN	588	Radiation Oncology
MED CLIN	589	Transition to Residency
MED CLIN	590	Medical Education
MED CLIN	591	Otolaryngology - Head & Neck Surgery
MED CLIN	592	Plastic Surgery
MED CLIN	593	Thoracic and Cardiac Surgery
MED CLIN	594	Urology
MED CLIN	595	Surgical Critical Care
MED CLIN	596	Pediatric Surgical Specialties
MED CLIN	597	Virtual Clerkship
MED CLIN	598	Research Experience
MED CLIN	599	Special Projects
MED CLIN	601	Infectious Diseases
MED CLIN	602	Pulmonology
MED CLIN	603	Endocrinology
MED CLIN	604	Allergy and Immunology
MED CLIN	605	Rheumatology
MED CLIN	606	Adult Congenital Heart Disease
MED CLIN	607	Advanced Heart Failure and Transplant Cardiology
MED CLIN	608	Electrophysiology
MED CLIN	609	Pediatric Dermatology
MED CLIN	610	Medical Genetics and Genomics
MED CLIN	611	Pediatric Cardiology
MED CLIN	612	Pediatric Hematology-Oncology
MED CLIN	613	Pediatric Infectious Diseases
MED CLIN	614	Pediatric Gastroenterology
MED CLIN	615	Development-Behavioral Pediatrics
MED CLIN	616	Adolescent Medicine
MED CLIN	617	Pediatric Critical Care Medicine
MED CLIN	618	Neonatal-Perinatal Medicine
MED CLIN	619	Pediatric Neurology

Prefix	Course #	Course Title
MED CLIN	620	Pediatric Pulmonology
MED CLIN	621	Pediatric Emergency Medicine
MED CLIN	622	Pediatric Rheumatology
MED CLIN	623	Pediatric Endocrinology
MED CLIN	624	Pediatric Diabetology
MED CLIN	625	Child Abuse Pediatrics
MED CLIN	626	Advanced Psychiatry: Ambulatory
MED CLIN	627	Advanced Psychiatry: Inpatient
MED CLIN	628	Maternal-Fetal Medicine
MED CLIN	629	Gynecologic Oncology
MED CLIN	630	Reproductive Endocrinology and Infertility
MED CLIN	631	Urogynecology
MED CLIN	632	Advanced Reproductive Health
MED CLIN	633	Global Health
MED CLIN	634	Sleep Medicine
MED CLIN	635	Pain Medicine
MED CLIN	636	Sports Medicine
MED CLIN	637	Interventional Radiology
MED CLIN	638	Interdisciplinary Medical-Surgical Pediatric Care