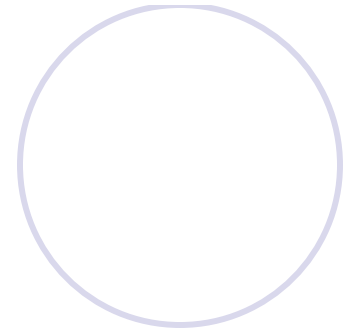
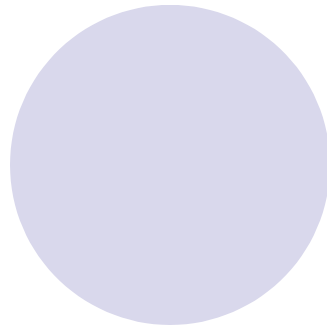
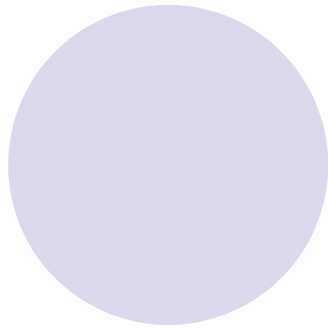


# Evaluating Student Performances in the UF COM Competency-Based Curriculum





**Background: Base upon the 1997 adoption of a competency-based curriculum and evaluation system, student performances are assessed and evaluated upon the degree of mastery of UF COM graduation competencies and that the competency-based evaluations be uniform across the four-year curriculum. The level of competency would secondarily be transcribed into letter grades or pass/fail marks.**

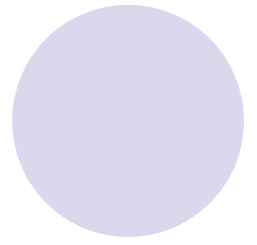
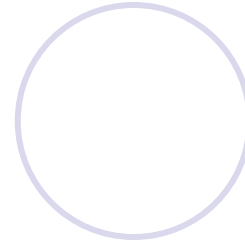
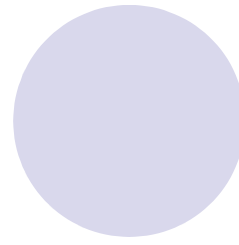
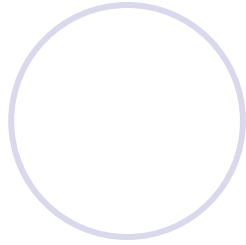
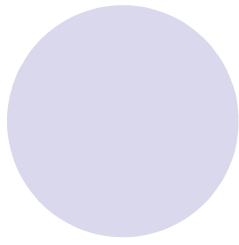
**The evaluation system is based also upon the premise that instruments to evaluate student performances discriminate in order to identify both the students with academic difficulty, to support and provide remediation, and the outstanding students, providing appropriate recognition.**



**Student performances in all courses, clerkships and electives will be evaluated first on mastery of assigned competencies, and secondarily be assigned a letter grade or a pass/fail mark. Only a course or clerkship director assigns the letter grade or pass/fail mark. Reporting of competency scoring must be concomitant with the reporting of grades.**



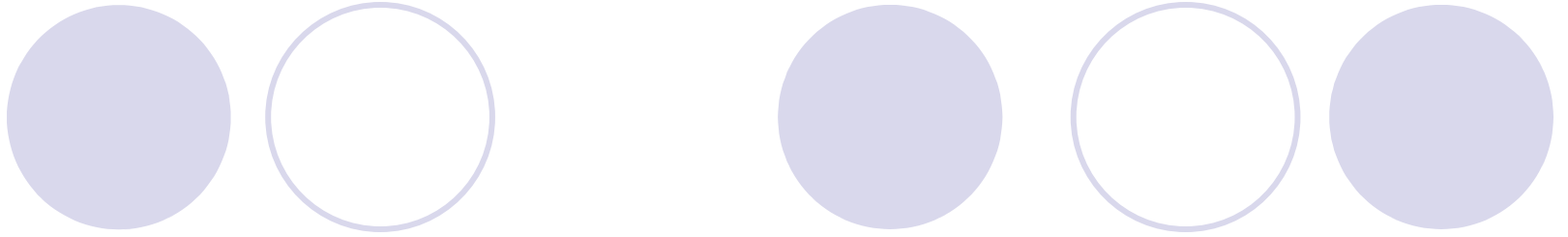
**Student competency scoring and final letter grade determinations of student achievement must be aligned with the curriculum committee's guidelines in discriminating between student performances either by competency scores or letter grades.**



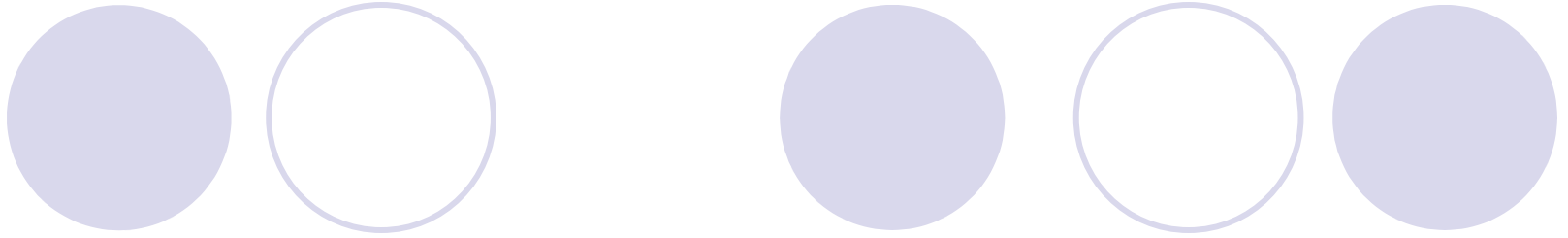
**Knowing that the distribution of competency scores and letter grades will vary somewhat from year to year and certainly will vary from student group to student group rotating through the clinical services, it is expected in a course or clerkship that 17-34% (based on AOA selection standard) of student performances would be deemed as 'exemplary' and/or be scored as grades of A.**



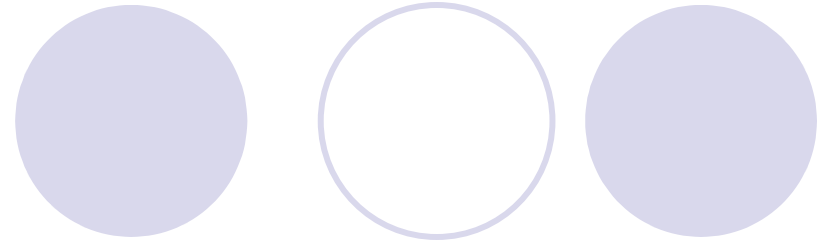
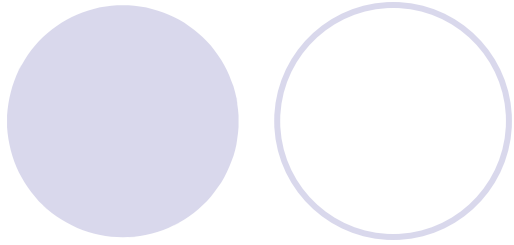
**Unsatisfactory performances will be designated by a competency score of “needs remediation” and an assigned letter grade of D or E. When students received a D, it should be a sign that remediation would be adequate, not requiring to retake the course. A grade of E would be used to describe a level of performance that is so low that the only remediation would be to repeat a course in its entirety. An overview of the distribution of competency evaluations will be presented to the Curriculum Committee each year by the Associate Dean.**



**A course or clerkship that gives more than 50% A's for two consecutive years will be asked to become S/U (pass/fail).**



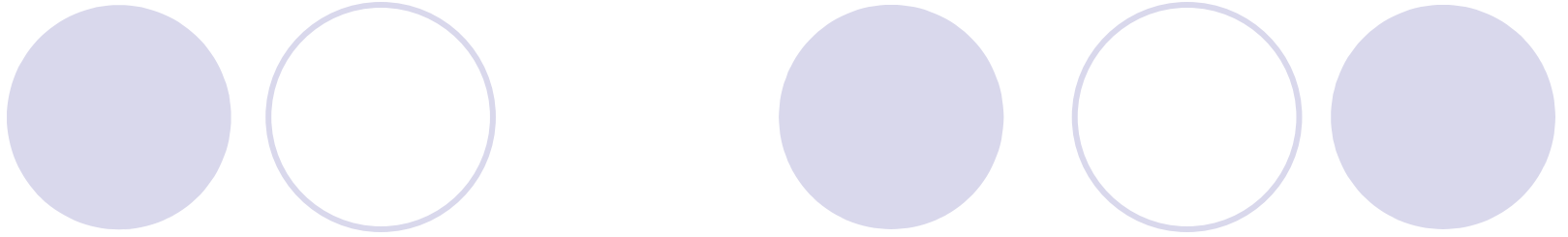
**A course or clerkship director can petition for an allowance to raise the percentage of A's. For example, when shelf examination scores demonstrate that the class average for a given academic year is at or above the 75th percentile for the nation or higher, it is reasonable to consider providing more than 50% A's. There could be other justifications for this allowance, including high performance on other external measures for courses and clerkships that do not use subject examinations. A director would present his or her case to the course or clerkship directors for their feedback, and then present to the Evaluation Subcommittee for its assessment.**



**All electives are pass/fail.**



**Valid instruments used for student evaluation must be designed to distinguish student performances into different levels of competence. The reliability and validity of course evaluation instruments will be addressed. The curriculum committee will monitor and enforce the use of reliable and valid evaluation tools, and the distribution of competency scores and grades for each course.**



**An item analysis of test questions for courses and clerkship will be included in the annual course reports submitted to the Evaluation Subcommittee, and subsequently presented to the Curriculum Committee. The parameters used to monitor multiple choice questions will be the degree of difficulty and index of discrimination.**