

Office of Assessment

Noorda-COM assesses both programmatic and individual student outcomes to ensure its mission, goals, and objectives are met and as part of a commitment to continuous improvement of the educational quality of its osteopathic medical education program.

Academic performance is assessed in a variety of formats designed to objectively characterize the students' progress towards successful completion of Noorda-COM's osteopathic medical curriculum.

Collection and careful consideration of confidential Student Evaluations of Courses, clerkships, faculty, and other relevant student experiences is key to this process. Results from these confidential evaluations are incorporated into the Noorda-COM's self-assessment and are central to improving curriculum and addressing deficiencies in student experiences.

Academic Performance

1. The school year is divided into fall, spring and summer terms. Each semester term during:
 - a. OMS Years I and II have a designated number of Courses.
 - b. OMS Years III and IV have a designated number of Clinical Experiences (Clerkships) and Courses.
 - c. Each Course and Clinical Experience has an assigned number of semester instructional hours (or unit measure).
2. Student assessment during each Course may consist of:
 - a. Assignments and quizzes.
 - b. Midterm exam, or in the case of an unusually long section, two (2) exams may be given in lieu of a midterm for longer courses; and/or,
 - c. Comprehensive final exam; and/or,
 - d. Lab practicals for Anatomy, CEPA and OMM as applicable; and/or,
 - e. Objective Structured Clinical Examination (OSCE) patient interviews.
3. Student assessment during each Clinical Experience may consist of:
 - a. Comprehensive discipline exam; and/or,
 - b. End of the clerkship lab practical's as applicable; and/or,
 - c. Clinical Skills Assessment(s) (CSA) for CEPA and OMM as applicable; and/or,.
 - d. Objective Structured Clinical Examination (OSCE) patient interviews; and/or,.
 - e. Preceptor End of Clerkship Evaluation.
4. Students will receive a grade for each course. Points will be assigned for learning objective performance, case presentations, course midterm, the course final exam and laboratory practical examinations as applicable. A total percentage score for the course will be calculated.

Student assessment for each course is outlined in the specific course syllabus.

Letter grades and associated percentages will be assigned for the course by the Assessment and Outcomes Committee. Grades are submitted to the Dean for final approval. The following scale will be used to assign the grades:

Noorda-COM will be providing a 3-digit COM score that will allow assessment of progress towards the Medical Knowledge Competency requirement of practice as a physician. This is a key metric for students to support their self-directed learning and will be included in the supplemental transcript/Medical School Performance Evaluation (MSPE).

Milestone Levels

At the conclusion of each medical year, student will be assessed a score in the following areas:

- Osteopathic Principles and Practices (OPP)
- Medical Knowledge (MK)
- Patient Care (PC)
- Interpersonal and Communication Skills (ICS)
- Professionalism (P)
- Practice-Based Learning and Improvement (PBLI)
- Systems Based Practices (SBP)

For information about the Noorda-COM quiz and exam requirements, see the Quiz and Exam Policy.

End-of-Year Assessment

End-of-year assessment includes:

- a. Required Comprehensive Osteopathic Medical Self-Assessment Examination (COMSAE) will be administered during the spring of OMS Year II prior to students taking COMLEX level I.

Required Comprehensive Osteopathic Medical Self-Assessment Examination (COMSAE) will be administered during the summer of OMS Year III prior to students taking COMLEX level II.

Clerkship Grades

Students must demonstrate progress on the Clinical Competency Assessment, submit all End of Clerkship Assessment and pass any applicable Subject Exam to achieve a grade of pass for a clerkship. Honors may not be awarded or may be removed if the student receives marks demonstrating below expectations ratings, recommendation of failure, or professionalism concerns.

Clerkship Grading rubric is as follows:

- 75% - Subject Exam
- 15% - Preceptor Clinical Competency Assessment
- 10% - On campus final assessment (OSCE's, CSA's, etc.)

All components are required before a final grade is assigned by Noorda-COM:

- Clinical Competency Assessment from the Preceptor
- End of Clerkship Assessment from the Student
 - Evaluation of Clerkship
 - Evaluation of Preceptor
 - Evaluation of Self
- Subject Exam – required for third year core disciplines only

Shelf Exams

Students must pass a subject exam from either the National Board of Osteopathic Medical Examiners (NBOME) Comprehensive Osteopathic Medical Achievement Test (COMAT) or the National Board of Medical Examiners (NBME) Subject Exam upon completion of each third-year core discipline:

- Family Medicine
- Internal Medicine
- Obstetrics and Gynecology
- Pediatrics
- Psychiatry/Behavioral Health
- Surgery
- Osteopathic Principles and Practice OPP (Required exam is scheduled during second half of 3rd year)

Students may be awarded Honors (H) or High Pass (HP) for excellent performance on a Clerkship. End-of-Clerkship (Subject Exams) are benchmarked against the NBOME or NBME academic-year norms for all students in that discipline.

Students are expected to study for these exams with similar rigor as all other high stakes examinations and are required to utilize the Course Syllabi. Retakes are allowed to accomplish a passing final grade. In this circumstance, Noorda-COM will cover the cost up to three attempts. Students may retake one additional core or elective subject exam in an attempt to receive a higher national performance score at their own expense. Any such attempt will not be applied to the student's clerkship grade but can be noted on the MSPE.

Clinical Competency Assessment

Preceptors complete a Clerkship-Clinical Competency Assessment at the end of the clerkship to evaluate student performance. The purpose is to provide feedback to guide both clinical and professional development. The preceptor documents performance of expected competencies as compared to other students at the same educational level.

Assessments submitted by interns or residents must be cosigned by an attending physician or the Director of Medical Education (DME) or Designated Institutional Officer (DIO). We ask preceptors to complete the evaluation/assessment within one (1) week of the clerkship end date and maintain confidentiality in compliance with the FERPA. If a student works with more than one attending, more than one assessment will be accepted.

Preceptors are encouraged to complete assessments online through Exxat. Paper copies are available upon request and may be returned directly to the Noorda-COM Department of Clinical Education. The College recommends that students request an initial discussion of preceptor expectations as well as an informal mid-clerkship assessment to allow the student to determine whether there is consistency between the preceptor's and student's performance perceptions. In addition, should a student be experiencing difficulty on a clerkship, a mid-clerkship assessment allows the student to proactively address any problems and avoid potential surprises.

Preceptor approaches vary widely in providing students with feedback on performance. Preceptors may or may not review their assessment with the student; it is appropriate for the student to request such a review prior to completion of the clerkship. If the preceptor is not available to review the assessment with the student and the student has questions or concerns, the student should contact their Coordinator to discuss the most constructive way to obtain the desired feedback.

Student Evaluations of Courses

Continuous Quality Improvement (CQI) is a process of constructive self-study that encourages the participation of all Noorda-COM students. The SCOPE evaluation is an anonymous team-based management strategy that communicates Strengths, Challenges, Opportunities, Plan, Execution to the Curriculum Committee. Curriculum Committee reviews final SCOPE report from the Student Curriculum Committee, cross references with objective data and determines a Plan of Action to include responsible parties and deadlines to Execute the plan.

The SCOPE evaluation **process** involves all students as active participants in their educational program. Across the continuum, years 1-4. It recognizes the limitations both in reaching consensus and in implementing change. The evaluation process is an anonymous process. All comments made are anonymous and are not associated with an IP address or student login data.

Process

At the end of each course an evaluation will be emailed to students that all students are highly encouraged to complete.

1. Students
 - Complete the end-of-section SCOPE evaluation by the stated deadline.
 - May submit an issue through the course SCOPE link on Canvas.
2. SCOPE Course Team
 - a. Representation for all core curricula:
 - Courses
 - Core Clerkships
 - b. Consists of three (3) students and Curriculum or Clerkship Coordinator (as ad hoc member).
 - Group selects a student as Chair.
 - Meets:
 - 1) At the beginning of the course.
 - 2) Within a week of the scheduled conclusion of the course.
 - For longitudinal courses and clerkships, the team will meet and report once a semester.
 - c. A copy of all student comments is distributed to the SCOPE Course Team.
 - Reviews all student responses
 - Summarizes the main ideas of the report in a consensus report.
 - Course Chair submits and presents preliminary reports to Student Curriculum Committee
3. Student Curriculum Committee (SCC)
 - a. Consists of SCOPE Course Teams Chairs
 - b. Reviews for trends across courses, professionalism issues, etc.
 - c. Approves final report to be submitted to Curriculum Committee

Promotion

OMS Years II and III

1. Satisfactory performance scores on:
 - All Coursework
 - ✓ Required assignments
 - ✓ Clinical Skills Assessments
 - ✓ Cumulative Examination
 - ✓ CEPA, OMM and Anatomy Practical Examinations
 - COMSAE Level I
 - COMLEX Level I (prior to participation in clerkship experiences)
2. Successful completion of
 - BLS and ACLS certifications
 - All preclinical training requirements
 - ✓ Immunizations
 - ✓ Orientations
 - ✓ Proof of insurance
 - ✓ Successful background check
 - ✓ Others as specified
3. Be recommended for promotion by the Student Promotion Committee. All records are reviewed to determine whether or not the student has fulfilled all academic requirements; has maintained the standards of ethical, moral, personal and professional conduct required for the continued study of osteopathic medicine; and is mentally and emotionally fit to become a physician.

Special Note: Students have three (3) attempts to successfully pass COMLEX Level I. If a student is unsuccessful in their first or second attempt to pass COMLEX Level I, they may be required to demonstrate an acceptable level of preparedness as determined by the Director of Learning Services prior to another attempt on the COMLEX Level I exam. Students in this scenario are considered promoted to third year but are ineligible for clerkship participation unless otherwise allowed by the Dean.

OMS Year IV

1. Satisfactory completion of:
 - a. All required clerkships
 - b. Four (4) of the six (6) subject exams
2. Prior to taking COMLEX Level II, the student should satisfactorily complete the following or request an exception.
 - Comprehensive Osteopathic Medical Self-Assessment Examination (COMSAE II)
3. Students may schedule to sit for the COMLEX Level II at least two weeks after an approved score on the COMSAE II, and before August 15th of the fourth year.

Attendance

According to a Title IV Program Review dated August 3, 2011, "All institutions eligible to receive Title IV, HEA funds from the U.S. Department of Education are required to have a method by which they can determine that a student commenced attendance in the educational coursework for which they are enrolled and will/have received any Title IV funding. 34 C.F.R.S 668.32(a)(2)." Confirmation of student participation in Orientation activities is not sufficient.

The Noorda College of Osteopathic Medicine's (Noorda-COM) blended curricular model is designed around proficiency in required core content defined by learning objectives. Content is delivered and achieved through didactic presentations, laboratory activities and clinical experiences. Successful completion of all Noorda-COM required core content and clerkships is mandatory for successful progression through the curriculum.

Attendance for registration purposes in OMS-I and OMS-II is identified by Academic Affairs. OMS-III and OMS-IV is identified by Clinical Affairs on specific dates and reported to the Registrar's Office. These specific dates include the following:

- The first scheduled day of each semester or clerkship
- September 1 or the first business day in September

Medical Students Years I & II

Registration is identified by students on-campus attestation via Canvas for the first course content engaged by the student on required registration days. Attendance rosters are compiled by Academic Affairs and reported to the Registrar and Financial Aid for the purpose of acknowledging student registration for the term.

It is expected that students will engage with on campus curricular activities at a minimum of three (3) days in week one of a two (2) week cycle, and/ or a total of five (5) days in that two-week cycle. Completion of all required core content for the two-week cycle and clerkships is mandatory.

Recognized holidays will be taken into consideration for these requirements.

Absences

All absences must be submitted using the Absence Request Form. Students who do not communicate in advance will be required to meet with PACC.

Unexcused Absences

Failure to actively engage in content for three (3) consecutive business days or any two (2) week period, where failing to accomplish required content due to lack of logging into Canvas or failure to attend labs and OSCE's without having an excused absence, will be considered an unexcused absence from curricular responsibilities and may be subject to disciplinary action. Academic Affairs monitors student engagement and will notify students of the potential of a period exceeding allowable days.

Students with performance deficiencies can be required to attend focused content presentations for designated review sessions. Failure to attend mandatory sessions will be considered an unexcused absence. Students with Unexcused Absences will be reported to PACC.

Excused Absences

Students requiring excused absence for a planned event must submit the Excused Absence Request Form which can be accessed from the QR Code on the back of the badge.

- A request for consideration of an Excused Absence Request form should be submitted and approved at least ten (10) business days, or two (2) weeks, prior to the requested date of absence.
- Students will be notified by e-mail as to the status of the request.
- After a request is approved, it is the student's responsibility to arrange for make-up assignment(s) to complete content and/or testing.

Examples of opportunities for excused absence include but are not limited to:

- **Civic Responsibilities:** Students who are required to be physically present at citizenship hearings, court hearings or jury duty.
- **Family Emergency:** Consideration will be given for significant illness or emergent life event of spouse, life partner, parents, siblings, children, in-laws, or grandparents. Documentation supporting event may be required. Unless otherwise approved, the allowable bereavement period is three (3) days.
- **Emergency:** Consideration will be given for a serious, unexpected, and often dangerous situation requiring immediate action resulting in an absence.
- **Illness:** Physical illness in excess of 72 hours requires notification and review by Clinical Affairs. A note from a licensed medical provider may be required. (See Health, Wellness, and Fatigue mitigation Policy and/or Infectious and Environmental Hazards Exposure Policy).
- **Religious Holiday:** Students may request an excused absence for a holiday of their faith. Such holidays should be considered a significant observance recognized by the majority of the faith.
- **Other:** Additional extenuating circumstances, not covered by these guidelines may be brought to the appropriate department for consideration. However, excused absences is discouraged for weddings, vacations, birthdays, non-family special events, etc.

Excessive Unexcused and/or Requests for Excused Absences

Any student with excessive numbers of unexcused or excused absences, make-up examinations, labs or practicals will be referred to the appropriate administrators for review of appropriateness. Excessive absences can lead to disciplinary action up to and including dismissal.

In Cases of Emergency

Students will need to contact Student Affairs, the appropriate. Students may also contact the Associate Dean for Academic Affairs if necessary. Academic Affairs will then contact other staff/faculty members as needed. This information may be accessed by scanning the QR code on the back of badge.

Medical Students Years III and IV

Students shall engage with clinical coordinators to verify attendance at clinical location.

Absence from Clerkships

Attendance at all clerkship-related activities is **mandatory**; therefore, any absence requires an excuse and documentation.

Failure to notify both the Department of Clinical Education and/or the clerkship site/preceptor of any absence from a clerkship, regardless of the reason or number of hours absent, may result in a meeting with the Assistant Dean for Clinical Education regarding lack of professionalism and could result in a failing grade of the clerkship. Students may not miss the first clinical day of any clerkships.

An Absence Request Form and supporting documentation must be submitted. All submitted absence forms must include a detailed make-up plan in order for the absence to be considered. The request form can be accessed on Noorda-COM's Student Resources page via the QR code on the back of the student badge.

Decisions rendered through this process are final. There are no exceptions to this policy and failure to follow the process will be considered an unexcused absence. The student will be notified via email when a decision has been reached.

Scheduled absences are not and should not be considered approved until the official Absence Request Form is signed by the Assistant Dean for Clinical Education.

Absence Request Forms must be completed and submitted for all of the following:

- Discretionary Days: Students are allowed two (2) discretionary days during OMS-III. Discretionary days MUST be approved by both the preceptor and Department of Clinical Education in writing in advance for the requested time off. Requests are submitted electronically via an Absence Request Form (*see excused absences examples*).
- Sick Days: Students will be allowed two (2) sick days annually. If more than two (2) sick days total are taken by a student, this may result in referral to PACC.
 - Students must contact their clerkship site/preceptor as well as Clinical Coordinator and submit the Noorda-COM Excused Absence form immediately if they are missing any clinical time due to illness (leaving early, arriving late, or missing a full day).
 - If two-four (2-4) hours of clinic time are missed, a half day will be documented. More than four (4) hours of missed clinic time equals a full day of sick leave. If an absence of greater than one (1) working day is necessary due to illness, that time must be made up.
 - Arrangements for missed time will be coordinated with their clinical site/preceptor as well as the Noorda-COM clinical coordinator.
 - If the student is absent from a single clerkship for two (2) or more days due to illness, the student is required to submit to the Department of Clinical Education a note from a licensed healthcare provider defining the number of days absent and the expected date of return.
- Family Emergencies/Death in Family: Due to the variability of circumstances, time off needed for family emergencies or death of a family member will be reviewed by the Assistant Dean for Clinical Education on a case-by-case basis.
- Flextime (OMS-IV only) 15 weekdays, Time off for residency interviews (Aug 1 - Jan 31 of OMS-IV only): 10 weekdays *Restrictions apply. Please see Clinical Education Handbook for more information.

Leaves of Absence

A leave of absence, from the College, may be granted for several reasons. Examples may include:

- Medical emergency or illness
- Personal emergency
- Military service
- Maternity/ Paternity leave

The Associate Dean for Student Affairs considers recommendations for a leave of absence for a designated period of time with or without conditions. Conditions are commonly prescribed in cases of academic deficiency or medical related issues.

Students granted a medical leave of absence must have a licensed physician, approved by the Associate Dean for Student Affairs, certify in writing that their physical and/or mental health is sufficient to continue in a rigorous educational program before they may return to the College.

All leaves of absence should be requested in writing to the Associate Dean for Student Affairs, who is responsible for processing requests for leaves of absence. Students granted a leave of absence must follow the checkout process detailed in the College Catalog under Leaves of Absence.

Students approved for a leave of absence will retain their Noorda-COM email account and have access to the Canvas, but all other access to electronic services will be suspended until such a time that the student is officially reinstated to active status. Refer to the most current version of the Catalog for additional information.

Employment

Students are strongly discouraged from seeking employment during the academic year. All employment must be approved in advance. See Additional Resources page for appropriate request form.

To be considered for employment, students must:

- Be in good academic standing
- Have approval by Student Affairs
- Demonstrate adequate proficiency on all required skills
- Have a letter of support from Docent

The College reserves the right to preclude employment should it be deemed to adversely affect the student's academic progress. Failure to comply with employment regulations can result in referral to the Student Promotion Committee (SPC) and is potential grounds for dismissal.

Documentation

Documentation of class/clerkship/course attendance should be maintained for no less than four years from the date attendance was taken. On the dates when attendance reporting is mandatory (as specified earlier in this document), an electronic attendance/absence report should be forwarded to the Registrar. All attendance reports should describe the class; the names of any students absent, the date, and whether the students had an excused absence.

Policy Modifications

Modifying the provisions related to institutional Satisfactory Academic Progress policies and the impact these policies have on a student's eligibility for Title IV, HEA program assistance.

- Expanding the definition of full- time student to allow, for a term-based program, repeated coursework taken in the program to count towards a full-time workload.
- Clarifying when a student is considered to have withdrawn from a payment period or period of enrollment for the purpose of calculating a return of Title IV, HEA program funds.
- Clarifying the circumstances under which an institution is required to take attendance for the purpose of calculating a return of Title IV, HEA program funds.
- Modifying the provisions for disbursing Title IV, HEA program funds to ensure that certain students can obtain or purchase books and supplies by the seventh day of a payment period.
- Disclosure on Web site and in promotional materials to prospective students, the on-time completion rate, placement rate, median loan debt, program cost, and other information for programs that prepare students for gainful employment.

For more information see the full Attendance Policy.