



# Student Assessment Policy

## **Background and Purpose:**

Student assessment is an integral part of both didactic and supervised clinical education, ensuring that students adequately meet program expectations and have the knowledge, skills, and attitudes needed for entry-level PA practice. The purpose of this policy is to define the assessment policy for the UC Physician Assistant program.

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## **Policy Statement:**

Policies associated with assessment in the following areas are located within their respective syllabi:

1. Preclinical comprehensive examination - Preclinical Seminar syllabus
2. Clinical rotations - Supervised Clinical Practice Experience syllabus

3. Program Summative - Summative Seminar syllabus

## Successful completion of assessments

1. Passing is defined as a score of 75% or greater for a formative examination. Failure to achieve a 75% will mandate remediation (refer to the Remediation section of the [Academic Performance and Progression Policy](#)).
2. For skills assessments, the minimum passing score is determined by the course director. Requirements will be published in the course syllabus. Failure to pass a skills assessment will mandate remediation (refer to the Remediation section of the [Academic Performance and Progression Policy](#)).
3. When a score ends with 0.50% or higher, the score will be rounded up. If a score ends with 0.49% or lower, the score will be rounded down.

## Late for an examination or timed assessment

1. Students are expected to arrive 10 minutes prior to the scheduled start time of an examination to set up laptop computers. Exams will begin on time.
2. Students arriving after an examination has begun will be allowed to take the examination, but no additional time beyond the scheduled conclusion of the examination will be allowed.
3. If a student arrives for an examination after another student has completed the examination, he/she will not be allowed to take the examination and therefore receives a score of zero (0).
4. Recurrent tardiness is considered unprofessional and may result in formal evaluation of a student's professionalism and remedial action.

## Missed examination

1. In order to be eligible to make-up a missed examination, the absence must

be excused, as determined by the faculty (see [Attendance Policy](#)).

Unexcused absence from an examination administration will result in a grade of zero (0) on that exam.

2. If the exam is determined by faculty to be excused, students must be prepared to take the exam on the day they return to classes, but will take the make-up exam when scheduled by the course director.
3. There will be no early examinations given. Special circumstances may be considered by the faculty.

## Missed Quiz or In-Class Assignment

1. If a student has an excused absence (see [Attendance Policy](#)) and misses a quiz or in-class assignment, it may or may not be made up. This is at the discretion of the course director. Refer to course syllabi for specific course requirements.
2. If a student has an unexcused absence (see [Attendance Policy](#)) and misses a quiz or in-class assignment, he/she will not be permitted to make up the work and will receive a grade of zero (0) for that quiz/in-class assignment.

## Academic Integrity

1. To maintain exam validity and academic integrity, students may not make inquiry about exam items or content during the administration of the examination or assessment.
2. If problems related to exam administration are encountered, the examination proctor should be notified immediately.
3. Students are not permitted to discuss, record, or attempt to recreate exam content.
4. Students must leave all personal items either in their locker or at the front of the classroom during the exam.
5. During an examination, students may not have, at their desk or on their

persons: caps or hats, written material of any kind, or any electronic devices, unless approved by faculty.

6. At the beginning of the exam, students will be provided with a white board that may be used during the exam. This must be turned in before leaving the classroom.
7. When an exam is given electronically, no other windows may be open simultaneously. The testing screen must be fully maximized.
8. Smart watches are not permitted to be worn during assessments.
9. Students are required to purchase a laptop privacy screen to use when taking assessments.
10. The program will provide ear plugs as needed. Should the student prefer to wear headphones, the headphones must be noise cancellation only, without bluetooth capabilities.
11. Students who must leave the room during an exam must leave their exam material and all personal items in the exam room.
12. Once a student completes their examination, they must receive acknowledgement from the proctor that their exam has successfully uploaded. Once leaving the classroom they are not permitted to reenter the classroom until all exam takers are finished.
13. Refer to the UC Student Handbook's [Academic Integrity Policy](#). (page 20-21)
14. When examinations are being administered remotely, students will be proctored by a UC PA Faculty via Zoom. Students are required to install the Zoom application on a smartphone or tablet for proctoring purposes. On the day of the exam, the student must join the set Zoom meeting with that device 10 minutes prior to the scheduled exam start time, sharing video and audio. The device will then need to be set up in a manner that will allow the faculty proctor to view the entire work/test station and student. Video and audio must remain on for the duration of the exam. All other test taking policies and procedures remain the same.

## Exam Retakes

Save in circumstances relative to the Pre-Clinical Comprehensive Evaluation and Program Summative Evaluation, written examinations are given only once (there are no re-examinations).

## Physician Assistant Clinical Knowledge Rating and Assessment Tool (PACKRAT)

1. As a tool for student self-assessment and program assessment, each student is required to take the PACKRAT two times during the program. The examinations will be given:
  - Upon completion of the didactic curriculum.
  - During the last semester of the program.
2. There are no minimum performance requirements associated with the PACKRAT; students should use their performance to identify deficiencies in knowledge and develop a plan to address areas in which they are weak.

## Global Assessment Considerations for Program Faculty

1. All course outcomes must be assessed. This can be achieved by using assignments, written examinations, skills assessments, or a combination of different assessments.
2. All assessment items must be linked to an instructional objective. There should be balance of assessment across outcomes/objectives.
3. All skills assessments must have a rubric that defines the levels of performance.

## **ARC-PA Associated Standards:**

- **C3.01** The program must conduct frequent, objective and documented evaluations of students related to learning outcomes for both didactic and supervised clinical education components.
  - ANNOTATION: Student assessment is both described and applied based on clear parallels between what is expected, taught and assessed. Thorough assessment includes both formative and summative evaluations and involves multiple assessment approaches with multiple observations by multiple individuals. Performance is assessed according to the program's pre-specified criteria.
- **C3.02** The program must document student demonstration of defined professional behaviors.
- **C3.04** The program must conduct and document a summative evaluation of each student within the final four months of the program to verify that each student is prepared to enter clinical practice.
  - ANNOTATION: Evaluation products designed primarily for individual student self-assessment, such as PACKRAT are not to be used by programs to fulfill the summative evaluation of students within the final four months of the program. The ARC-PA expects that a program demonstrating compliance with the Standards will incorporate evaluation instrument/s that correlates with the didactic and clinical components of the program's curriculum and that measures if the learner has the knowledge, interpersonal skills, patient care skills and professionalism required to enter clinical practice.