

## Guidelines for Conducting Student Reassessment in the CPC and PCC Curricula

The Committee on Student Progress (CSP) has issued a policy for student reassessment as stated below:

**6.6.1** In the event of failure to meet the published standards of a course/block, a student who has been assigned a grade of "PR" may be given an additional opportunity to demonstrate mastery of the objectives by the course coordinator via a second assessment, an exam comparable to the original in scope and content. ([http://www.oucom.ohiou.edu/saffairs/survival\\_manual/policies\\_spp.htm](http://www.oucom.ohiou.edu/saffairs/survival_manual/policies_spp.htm))

The key statement in the above policy that pertains to the nature of the reassessment exam is "an exam comparable to the original in scope and content." Over the past several years, Instructors of Record (IoR) have generally administered written essay or multiple-choice exams that were similar to the original end-of-block or end-of-quarter exam that the student failed to pass. Certain faculty members have instead chosen to offer other exam formats, including oral exams. The few times oral exams have been given, they have been reserved for students taking a second reassessment. The following provides guidelines that an IoR can follow for reassessment exams. Unless stated otherwise, all the following guidelines apply to reassessment of all CPC and PCC courses that involve end-of-course written examinations.

Guidelines for Reassessment Exams:

1. The IoR may choose to reassess a student on the entire course content or on specific areas of content in which the student showed a learning deficit on the course examinations. The IoR can determine the deficit areas for the medical knowledge or biomedical sciences course by consulting with the Learning Specialist after the student has had an opportunity to review his/her exam with the Learning Specialist. The content areas that are to be reassessed need to be communicated to the student in writing at least several weeks before the scheduled reassessment date for biomedical sciences and medical knowledge courses.
2. The IoR may choose to provide an objective exam (e.g., multiple-choice questions), an essay exam, an oral exam, or any combination of these types of assessment. It is suggested that the IoR consult with the Learning Specialist when deciding on the type of reassessment exam for a particular student.
3. The length of time students are given to take reassessment exams should not exceed the length of time given to complete the original end-of-block or end-of-quarter exam.
4. Written reassessment questions should be generated by at least two faculty members, and preferably more, representing different disciplines.
5. Oral examinations would ordinarily be shorter in length than end-of-block or end-of-quarter exams. Usually one to two hours is sufficient to gauge a student's understanding of topics being reassessed.
6. Oral examinations should be conducted by a minimum of two faculty members (preferably from different disciplines for biomedical sciences or medical knowledge reassessments) so that the deficiencies can be adequately and fairly assessed, and to protect both the faculty members and the student in the oral testing process. Audio recording of the oral examination is recommended in case the outcome of the oral examination needs to be reviewed for issues relating to process, not content.

7. If a student does not pass a reassessment exam, the IoR should communicate to the CSP the knowledge areas in which the student continues to have deficits.

Guidelines approved by CAC on June 25, 2009.