

# Student Progress/Performance

Student academic and professional performance is reviewed regularly, throughout the course of each semester, at the end of the semester, and on an as-needed basis. Student performance issues are reported to the SAPC. Course Directors report grades to the Registrar's Office.

The RVU PA program utilizes a developmental approach to assessing student progress toward competence. This method allows the program to evaluate student performance based on the knowledge, skills, and behaviors that the students demonstrate rather than those that might be theoretical in nature. Using this assessment method, students are able to identify areas of strength and specific areas for improvement, guide their future educational goals, and provide a measure of their progression over the course of the curriculum.

Individual competencies are assessed across the curriculum and the program begins to assess core clinical tasks, known as Entrustable Professional Activities (EPAs), that represent an integration of competencies – by mid-clinical phase of training. Preceptors assess students both on program outcomes (tied to competencies), and an entrustment scale—indicating their level of trust in the student's ability to function with specific degrees of supervision. All data points collected are utilized to garner a 360° evaluation of student progression prior to making determinations of preparedness to enter clinical practice. The program expects that all students will reach “competence” (developmental milestone level 3) or beyond, in the assessed competencies and EPAs, by graduation.