SAINT LOUIS UNIVERSITY

Saint Louis University
Program Assessment Plan

Program (Major, Minor, Core): Medical Anatomy and Physiology (MAPP) Program
Department: Center for Anatomical Science and Education (CASE), Department of Surgery
College/School: School of Medicine
Person(s) Responsible for Implementing the Plan: John R. Martin, III, Ph.D.
Date Submitted: March 10, 2016

*Students who complete the **Medical Anatomy and Physiology Preparatory (MAPP) Program,** a one year, two-semester, post-baccalaureate, non-degree program, will secure acceptance in medical school, other healthcare professional programs, or biomedical graduate programs.

Program Learning Outcomes	Curriculum Mapping	Assessment Methods	Use of Assessment Data
What do you expect all students who complete the program to know, or be able to do?	*Where is the outcome learned/assessed (courses, internships, student teaching, clinical, etc.)?*	*How do students demonstrate their performance of the program learning outcomes? How does the program measure student performance? Distinguish your direct measures from indirect measures.*	*How does the program use assessment results to recognize success and "close the loop" to inform additional program improvement? How/when is this data shared, and with whom?*

<u>GENERAL KNOWLEDGE:</u> Students will demonstrate competency in the clinically oriented anatomical sciences related to the human body as evidenced by the ability to: 1) **Describe prenatal human development with an emphasis on the correlation of normal embryological development with common congenital malformations** 2) **Identify and describe the microscopic and ultrastructural features of the human body with an emphasis on clinical application of the structure and function of tissues and organs** 3) **Describe the physiological principles and mechanisms of the human body with an emphasis on normal function and key homeostatic processes within cells, tissues and organ systems** 4) **Identify and describe the normal structure and function of the human body with an emphasis on anatomical relationships and clinical significance** 5) **Identify and describe the structure and function of the human nervous system with an emphasis on functional neuroanatomical systems, concepts of key neurobiological processes, and correlation of clinical presentation with nervous system lesions** through participation in didactic, small group discussions, interactive laboratories, and performance on written and laboratory examinations. These primary learning outcomes should better prepare the student for successful admission to medical, allied health professional, and/or advanced graduate programs.	**Outcomes are learned and assessed** by the satisfactory completion of the following courses with didactic and laboratory components: ANAT-5000, ANAT-5100, ANAT-5200, ANAT-5300, ANAT-5400 **Outcomes are also assessed** through interactive discussions between faculty and faculty and students.	**Direct measures** of student performance include: written and laboratory examinations, evaluation of participation in course discussions and small group activities, and student progress committee meetings to assess the student's ability to integrate knowledge in the anatomical sciences. **Indirect measures** of student performance include: student progress committee faculty meetings, progress meetings with a faculty member and student, student and faculty course evaluations through survey and interactive discussions, program completion rates, and acceptance rates at medical, other healthcare professions and higher degree biomedical science programs.	Student performance data are discussed each semester at faculty meetings where recommendations are made to be discussed with each student during progress meetings. Students whose performance is below a C average are recommended to drop the program. Students with a minimum B average after completing their course work are eligible to apply for admission into the MS Anatomy Graduate Program. Course evaluations (discussions and surveys) are assessed each semester by course directors and appropriate modifications are made to improve course quality. Acceptance rates into medical, other healthcare professions and higher degree biomedical science programs are assessed and appropriate modifications are made to improve program quality. Post program surveys are used to adjust admission criteria based upon metrics that help determine the qualities of a successful MAPP student

1. **It is <u>not recommended</u> to try and assess (in depth) all of the program learning outcomes every semester. It is best practice to plan out when each outcome will be assessed and focus on 1 or 2 each semester/academic year. Describe the responsibilities, timeline, and the process for implementing this assessment plan.**

An assessment committee will be formed in the Spring of 2016 to identify and initiate an assessment plan to be in effect at the beginning of the Fall 2016 semester.

2. **Please explain how these assessment efforts are coordinated with Madrid (courses and/or program)?**

NA

3. **The program assessment plan should be developed and approved by all faculty in the department. In addition, the program assessment plan should be developed to include student input and external sources (e.g., national standards, advisory boards, employers, alumni, etc.). Describe the process through which your academic unit created this assessment plan. Include the following:**

    a. Timeline regarding when or how often this plan will be reviewed and revised. (This could be aligned with program review.)

The assessment plan will be reviewed and revised every 3 years.

    b. How students were included in the process and/or how student input was gathered and incorporated into the assessment plan.

A student who completed the MAPP program will be on the assessment committee.

    c. What external sources were consulted in the development of this assessment plan?

NA

    d. Assessment of the manageability of the plan in relation to departmental resources and personnel

Current plan is manageable.