



Saint Louis University Program Assessment Annual Reporting

It is recommended program assessment results be used to *celebrate achievements of student learning as well as to identify potential areas for future curriculum improvement.*

Please email this completed form as an attachment to thatcherk@slu.edu

1. **Degree Program(s) included in this report:** Medical Anatomy and Physiology Preparatory (MAPP) Program
 2. **Department:** Center for Anatomical Science and Education (CASE)
 3. **School/Center/College:** School of Medicine
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Instructions: Please answer the following **five** questions to the best of your ability for each degree program offered within your department.

1. Summarize your **assessment activities** during the past year for each degree program and how this work relates to the established assessment plan (*e.g. what program outcomes were assessed, faculty discussions, new survey design, data collection, revised assessment plans or learning outcomes, etc.*). Please include how Madrid courses/program were involved.

The Center for Anatomical Science and Education (CASE) faculty members formed an assessment committee and developed a new assessment plan for the Medical Anatomy and Physiology Preparatory (MAPP) Program in 2016. The final revision was approved by all CASE faculty members. This version of the assessment plan was also reviewed by Ms. Kathleen Thatcher, the University Assessment Coordinator.

We have used this new plan to assess our MAPP program. The CASE faculty members serve as the assessment committee. Assessment of student and program progress was discussed regularly at faculty meetings. Outcome measures in the MAPP assessment plan included grade point average (g.p.a.) to ensure a basic level of competency in the anatomical sciences coursework and acceptance rate into medical, allied health professional, and/or graduate programs. Course and student evaluations (e.g., course performance and student progression) were also used and discussed. A previous MAPP student will be identified to contribute to the assessment committee in the 2017-2018 academic year. Exit surveys are being developed specifically for the MAPP program and will be implemented in the 2017-2018 academic year.

Madrid courses/programs were not included because the MAPP program has no interactions related to the Madrid campus.

2. Describe specific **assessment findings** related to the **learning outcomes** assessed for each degree program, including any pertinent context surrounding the findings. Please include the **learning outcomes themselves**. Do not include student-level data. Data included in this report should be in aggregate. Please include how Madrid courses/program were involved.

Our goals included student performance to ensure the students 1) demonstrated competency in the clinically oriented anatomical sciences and 2) are competitive for applications to medical, allied health professional, and/or graduate programs. The threshold for student performance in required coursework was a minimum cumulative B average (3.0 g.p.a.). The average g.p.a. for the 2016-2017 MAPP students was 3.26, which exceeds our targeted g.p.a. Seventy-five percent of students were able to maintain a 3.0 g.p.a. or above. This demonstrates that the majority of students matriculating into the MAPP program are able to handle the challenging MAPP coursework. Other measures of assessment included the acceptance rates into medical, other healthcare professions, and higher graduate biomedical science degree programs. Tracking acceptance rates is a dynamic process as students may attain acceptance at different time points. The average first year acceptance rate of MAPP students from 2015-16 and 2016-17 into medical, other healthcare professions, and higher biomedical science degree programs was 81% (with some data not yet reported at this time). MAPP students from the 2015-2016 cohort had 100% first year acceptance rate into medical, other healthcare professions, and higher biomedical science degree programs in 2016. By 2017, all of the 2015-2016 MAPP to graduate students (75% of all MAPP students) completed a Master's degree and were accepted into medical school. Seventy five percent (75%) of the 2015-2016 MAPP students matriculated into medical school. Currently, MAPP students from 2016-2017 have a 75% first year acceptance rate (9 of 12 students) into medical (8% of all MAPP students), other healthcare professions, and higher biomedical science degree (67% of all MAPP students) programs in 2017. Some students were still in the application process for their respective programs at the time of this report. Final statistics will be provided on the next assessment report.

The progress of students and performance of students also occurs through discussions during faculty meetings between faculty members who are also course directors and instructors of MAPP students. The MAPP curriculum and the coursework require direct interaction between students and faculty members through lecture, small group, and laboratory settings. Collectively, the faculty members are able to effectively communicate with students and other faculty to help ensure student success. Using this approach, students showing difficulties in coursework are rapidly identified and meet with the course director or CASE Director to develop a corrective plan.

Madrid courses/programs were not included because we have no interactions related to the Madrid campus.

**Please attach any tables, graphics, or charts to the end of this report.*

3. Describe how assessment **feedback** has been provided to students, faculty, and staff. (*e.g. report for faculty, executive summary for the dean, web page for students, alumni newsletter, discussion with students in class or club event, etc.*)

Most of the feedback to students occurs through discussions with faculty who are course directors. The Director of CASE also holds regular meetings with MAPP students before and during the semesters. Students are asked for their feedback after the completion of some courses and will be surveyed following the completion of the MAPP program. The information from these interactions is provided to the faculty members to help assess the program status.

4. In what ways have you **used assessment findings** to celebrate student achievements and/or to improve the curriculum this past year? (*e.g. prizes to students, hosting student parties, changes to curriculum, student projects, learning goals, assessment strategies, etc.*)

Each course director and the Director of CASE use the feedback from the students to make changes to the individual courses and the MAPP program. One example of using the assessment findings from MAPP student feedback to improve the program was to establish a working relationship with the Kaplan test prep. This relationship is providing our MAPP students the opportunity to complete examination preparation coursework for the Medical College Admission Test (MCAT) to help improve MCAT performances and to make MAPP students better medical school applicants.

Any accomplishments (honors, awards, abstracts, publications, etc.) by CASE students are highlighted on the CASE website. MAPP students are the guests of honor at our annual start of the school year CASE gathering. MAPP students were invited to participate in parties at the end of semesters to celebrate completion of the semester. Additionally, a CASE Hospitality Committee was created based upon the recommendation of previous MAPP students to promote comradery, communication and positive working relationships. The top MAPP students are also eligible to apply for competitive teaching assistantships if they pursue a master's degree through SLU CASE.

5. Describe any changes to your assessment plans, or any challenges or educational experiences with the **assessment process** this past year that you would like to share.

No changes at this time.

Please submit any **revised/updated assessment plans** to the University Assessment Coordinator along with this report.