SAINT LOUIS UNIVERSITY

Saint Louis University
Program Assessment Plan

Program (Major, Minor, Core): Master of Science in Anatomy (Thesis, Project)
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 **M.S. Anatomy programs (Thesis, Project)** will secure positions in their chosen career goals (medical school, other healthcare professions, biomedical doctoral programs, or employment in academic or industry positions).

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?*

KNOWLEDGE OF PRACTICE: Students will demonstrate competency in general knowledge of the core anatomical subjects (human gross anatomy, microscopic anatomy, neuroanatomy, embryology and physiology).	Students will complete successfully a sequence of core courses (ANAT-5000, ANAT-5100, ANAT-5200, ANAT-5300, ANAT-5400) that stress the fundamental principles of the anatomical sciences.	Student performance is measured through exams, participation in course discussions, progress meetings with faculty, course evaluations and graduate exit surveys.	Student performance data is discussed each semester at faculty meetings and recommendations are made to be discussed with each student during progress meetings. Student progress is formally assessed by the graduate faculty after the spring semester of each academic year. To remain in good academic standing students must maintain a minimum cumulative 3.0 GPA. Any student with a cumulative GPA significantly below 3.0 can be recommended to be dropped from the Anatomy Graduate Program for unacceptable academic performance. Students with a GPA slightly below a cumulative 3.0 GPA may be placed on academic probation to give them an opportunity to take additional courses to raise their cumulative GPA to 3.0. A student cannot remain on probation for more than one year. Course evaluations are assessed each semester by course directors and appropriate modifications are made to improve course quality.

Thesis Track: **CRITICAL THINKING:** Students will demonstrate competency in the ability to apply common laboratory techniques, analytical approaches, experimental design, data collection, analysis and interpretation, problem solving skills, and critical evaluation of scientific literature used to test hypothesis-driven experiments in the anatomical sciences. **CRITICAL SKILLS:** Students will demonstrate competency in the ability, with oversight, to utilize technical skills and analytical approaches to gather pertinent data identifying a gap in knowledge, devise an experimental approach to research the problem, conduct studies and analyze the resultant data and describe finings in a hypothesis-driven research project.	Students will complete successfully courses (ANAT-5440, ANAT-5990, ANAT-6900) that stress scientific knowledge and research development.	Student performance is measured through use of grading rubrics of oral and/or written presentations, participation in course discussions, progress meetings with faculty, discussions with the Principal Investigator, annual student reviews, course evaluations and graduate exit surveys.	Student performance data is discussed each semester at faculty meetings and recommendations are made to be discussed with each student during progress meetings.

Project Track: **CRITICAL THINKING:** Students will demonstrate competency in the ability to apply analytical approaches, problem solving skills, critical evaluation of scientific literature and teaching techniques used in the anatomical sciences. **CRITICAL SKILLS:** Students will demonstrate competency in the ability, with oversight, to identify gaps of knowledge and formulate, implement and present a scholarly and/or a research based project that results in a tangible product which contributes to and enhances the anatomical sciences.	Students will complete successfully courses (ANAT-5500, ANAT-5960, ANAT-6900) that stress teaching methodologies and scholarly project development.	Student performance is measured through use of grading rubrics of oral and/or written presentations, participation in course discussions, progress meetings with faculty, discussions with the Principal Investigator, annual student reviews, course evaluations and graduate exit surveys.	Student performance data is discussed each semester at faculty meetings and recommendations are made to be discussed with each student during progress meetings.

COMMUNICATION SKILLS: Students will demonstrate competency: 1)) in written communication skills with respect to clarity, use of appropriate grammar, syntax and vocabulary to effectively present information including the use of figures, tables and citations, 2) in oral communication skills with respect to content, organization, presentation and delivery, use of visual aids, and ability to answer audience questions, and 2	Students will complete successfully courses (ANAT-5440, ANAT-5500, ANAT-5960, ANAT-5990, ANAT-6900) that stress the development of oral and/or written communication presentations.	Student performance is measured through use of grading rubrics of oral and/or written presentations, participation in course discussions, progress meetings with faculty, discussions with the Principal Investigator, annual student reviews, course evaluations and graduate exit surveys.	Student performance data is discussed each semester at faculty meetings and recommendations are made to be discussed with each student during progress meetings.

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.

Graduate student exit surveys will be analyzed and suggestions will be incorporated into assessment plan.

    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.