

Program-Level Assessment Plan

Program: Ph.D. Anatomy program	Degree Level (e.g., UG or GR certificate, UG major, master's program, doctoral program): Doctoral Program
Department: Center for Anatomical Science and Education	College/School: Medicine
Date (Month/Year): July 21, 2021	Primary Assessment Contact: john.martin@health.slu.edu

Note: Each cell in the table below will expand as needed to accommodate your responses.

#	Student Learning Outcomes	Curriculum Mapping	Assessment Methods	
			Artifacts of Student Learning (What)	
	<p>What do the program faculty expect all students to know or be able to do as a result of completing this program?</p> <p>Note: These should be measurable and manageable in number (typically 4-6 are sufficient).</p>	<p>In which courses will faculty intentionally work to foster some level of student development toward achievement of the outcome? Please clarify the level at which student development is expected in each course (e.g., introduced, developed, reinforced, achieved, etc.).</p>	<p>Artifacts of Student Learning (What)</p> <ol style="list-style-type: none"> 1. What artifacts of student learning will be used to determine if students have achieved this outcome? 2. 	<ol style="list-style-type: none"> 1. What process will be used to evaluate the artifacts, and by whom? 2. What tool(s) (e.g., a rubric) will be used in the process? <p>Note: Please include any rubrics as part of the submitted plan documents.</p>
1	<p>KNOWLEDGE OF PRACTICE:</p> <p>1. Students will demonstrate competency in general knowledge of the core anatomical subjects (human gross anatomy, microscopic anatomy, neuroanatomy, embryology, and physiology).</p> <p>i) Describe prenatal human development with an emphasis on the correlation of normal embryological development with common</p>	<p>For SLO 1-i): Students enroll in ANAT-5200 Human Embryology during the Fall semester of the academic year. After completing this course studall</p>		

congenital malformations

ii) 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

iii) Describe the physiological principles and mechanisms of the human body with an emphasis on normal function and key homeostatic

For SLO 1-2) Students will enroll in ANAT-5440 Basic Research Techniques in Anatomy, BBSG-510 Ethics for Research Scientists, BST-5000 Principles of Biostatistics, ANAT-6950 Special Studies for Exams and ANAT-6990 Journal Club.

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course director to evaluate student
performance and individual question

				<p>identify weaknesses in their knowledge base that need to be remediated. Student performance data is discussed each semester at faculty meetings and recommendations are made to be discussed with each student during progress meetings.</p> <p>2. Summary reports of ANAT-6900 journal club rubric form will be used in the process.</p>
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2 SKILLS OF INQUIRY, CRITICAL THINKING AND PROBLEM SOLVING:
 Students will demonstrate: 1) the ability to gather data to verify the existence of a problem, conduct extended research/analysis into a problem/topic, evaluate the evidence, generate ideas for possible solutions and formulate a thesis based on analysis; and 2) the ability to read materials carefully and analyze them critically.

For SLO 2: Students will enroll in ANAT-5440 Basic Research Techniques in Anatomy, ANAT-6950 Special Studies for Exams and ANAT-6900 Journal Club, and ANAT-6990 Dissertation Research.

1. Direct measures of student performance will include a grade in a final presentation in ANAT-5440 Basic Research Techniques in Anatomy, a rubric in ANAT-6990 and a grade in ANAT-6990 Dissertation Research and a grade in the written doctoral qualifying exam.

2. Artifacts will be collected and will include the following: 1) project reports from required and elective courses; 2) lab reports; 3) embedded exam questions in

required (E)-3-3(14)-9(b)(6)-7.31(1)-(10)(1)-(11)-(12)-(13)-(14)-(15)-(16)-(17)-(18)-(19)-(20)-(21)-(22)-(23)-(24)-(25)-(26)-(27)-(28)-(29)-(30)-(31)-(32)-(33)-(34)-(35)-(36)-(37)-(38)-(39)-(40)-(41)-(42)-(43)-(44)-(45)-(46)-(47)-(48)-(49)-(50)-(51)-(52)-(53)-(54)-(55)-(56)-(57)-(58)-(59)-(60)-(61)-(62)-(63)-(64)-(65)-(66)-(67)-(68)-(69)-(70)-(71)-(72)-(73)-(74)-(75)-(76)-(77)-(78)-(79)-(80)-(81)-(82)-(83)-(84)-(85)-(86)-(87)-(88)-(89)-(90)-(91)-(92)-(93)-(94)-(95)-(96)-(97)-(98)-(99)-(100)

Students will demonstrate: 1) written communication skills with respect to clarity, use of appropriate grammar, syntax and vocabulary appropriate to the development of a NIH-style grant proposal; organizes research materials to support an original thesis; and, present ideas and arguments clearly, logically and with an appropriate balance of text and graphic materials; and 2) oral communication skills with respect to designing, organizing and presenting main points concisely and clearly; providing persuasive arguments, using data and information, that are appropriate for the audience and occasion; using language vocal variety, pronunciation and physical behaviors that support the verbal message

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Use of Assessment Data

1. How and when will analyzed data be used by program faculty to make changes in pedagogy, curriculum design, and/or assessment practices?

An Anatomy Graduate Oversight committee will meet every summer semester to implement changes based on the assessment data.

2. How and when will the program faculty evaluate the impact of assessment-informed changes made in previous years?

An Anatomy Graduate Oversight committee will meet every summer semester to evaluate the impact of assessment-informed changes.

Additional Questions

1.