

## Program-Level Assessment: Annual Report

Program Name (no acronyms): Anatomy

Department: Center for Anatomical Science and Education (CASE)

Degree or Certificate Level: MS Degree

College/School: School of Medicine

Date (Month/Year): 1/24

Assessment Contact: John Martin

In what year was the data upon which this report is based collected? 2022-23

In what year was the program's assessment plan most recently reviewed/updated? 2023

Is this program accredited by an external program/disciplinary/specialized accrediting organization or subject to state/licensure requirements? No

If yes, please share how this affects the program's assessment process (e.g., number of learning outcomes assessed, mandated exams or other assessment methods, schedule or timing of assessment, etc.):

### 1. Student Learning Outcomes

Which of the program's student learning outcomes were assessed in this annual assessment cycle? (Please provide the complete list of the program's learning outcome statements and **bold** the SLOs assessed in this cycle.)

Last year the Anatomy MS program underwent University Academic Program Review (APR) that included review by two external reviewers. Since the entire program underwent comprehensive review and assessment, no specific student outcomes were assessed in 2022 as every aspect of the program was the subject of APR.

### 2. Assessment Methods: Artifacts of Student Learning

Which artifacts of student learning were used to determine if students achieved the outcome(s)? Please describe the artifacts in detail, identify the course(s) in which they were collected, and if they are from program majors/graduates and/or other students. Clarify if any such courses were offered a) online, b) at the Madrid campus, or c) at any other off-campus location.

the rubric that was provided. Recommendations are noted at the end of the document.

#### Strengths

1. Students in all programs have an opportunity to participate in dissection-based anatomy courses taught at a very high professional level (see section I-10)
2. CASE leadership (see section V-1)
3. Faculty and MS student (TA) dedication to teaching (see sections I-4, II-1, and III-3)

#### Challenges and Opportunities

1. Faculty teaching load that limits opportunities for faculty and student scholarship (see sections II-2 and II-3), while expectations for promotion are still based on research activity (II-1)
2. Faculty development and intramural funding opportunities for CASE faculty are limited and could be expanded to encourage faculty to engage in various types of scholarly activities (see section II-2)
3. MS Student professional development (particularly research methods and career advisement) within existing curriculum could be expanded (see sections I-4, I-7, and III-2)

### 5. Findings: Interpretations & Conclusions

What have you learned from these results? What does the data tell you?

Please describe the actions you are taking as a result of these findings.

**NOTES:**

CASE journal club was restructured to incorporate more research training.

If no changes are being made, please explain why.

N/A

**7. Closing the Loop: Review of Previous Assessment Findings and Changes**

- A.** What is at least one change your program has implemented in recent years as a result of previous assessment data?

Restructuring and new course director for Advanced Dissection (ANAT 5500) course. This change resulted in the development of new grading rubrics used for faculty to assess student presentations while also being used by students to prepare appropriately for presentations.

- B.** How has the change/have these changes identified in 7A been assessed?

MS student presentations in Advanced Dissection, ANAT 5500, were evaluated with new metrics developed