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

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1. **Degree Program(s) included in this report:** Neuroscience
2. **Department:** Biology/Psychology
3. **School/Center/College:** Arts & Sciences
4. **Name(s):** Drs. Tony Buchanan and Judith Ogilvie
5. **Email:** neuroscience@slu.edu
6. **Phone:** 977-9705

**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.

   Because the Neuroscience Program is new and the first full offering of our curriculum (including NEUR 3000, 3020, & 4000) will not be complete until the end of AY2016-17, our assessment focus in Year 1 was on modifying our assessment plan and modifying our Senior Survey.

   Our original assessment plan was developed as part of the proposal for a new program in 2011-2012. This year, working with SLU Assessment Coordinator, Kathleen Thatcher, we clarified our learning outcomes as well as the assessment tools that we plan to use to measure these outcomes.

   Our Senior survey was developed along with our original assessment plan and includes questions about students’ impressions about their experience as a neuroscience major, questions about students’ subjective competency with regard to the core concepts of neuroscience, the courses that best assess these core competencies, as well as questions about placement in post-graduate educational programs and professional plans.

   Madrid courses are not applicable to this year’s assessment report.

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**. (e.g. *Our goal was that 75% of students performed at the “proficient” level of...*)
competency in problem solving, using a new scoring rubric. 81% of students performed at the “proficient” level in problem solving, exceeding our expectations.) Do not include student-level data. Data included in this report should be in aggregate. Please include how Madrid courses/program were involved.

A total of nine students graduated with a bachelor of science in neuroscience in AY 2015-2016. All of these students were sent the senior survey in April 2016. Eight of the nine provided feedback on the survey, with 7 out of 8 students fully completing the survey.

Briefly, results from the Senior Survey suggest that the students were generally satisfied with their experience as a neuroscience major. Responses to specific items relating to core concepts will be used to better focus our coursework toward addressing these concepts.

Questions from the Senior Survey explicitly assess only one of our program learning outcomes (Students will have the foundation to successfully pursue post baccalaureate education and/or professional career). Of the eight respondents to the survey, two will begin graduate work in neuroscience or a related field in fall 2016, four will begin medical school in fall 2016, one will begin a Master’s of Business Administration program in fall 2016, and one is uncertain about plans for fall 2016. Among the 5 questions that addressed preparation for pursuing post baccalaureate education and/or professional careers, 2.5% indicated being ‘Very dissatisfied’, 10% indicated being ‘Dissatisfied’, 5% indicated being ‘Somewhat dissatisfied’, 5% indicated being ‘Neutral’, 12.5% indicated being ‘Somewhat satisfied’, 42.5% indicated being ‘Satisfied’, and 22.5% indicated being ‘Very Satisfied.’ Responses to these career-related questions have prompted us to plan for more discussion of professional development specifically in our sophomore mentoring sessions in the upcoming academic year.

*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.)

Feedback on this assessment will be provided to faculty and staff by sharing this report as well as by granting access to de-identified responses to all questions in the senior survey. Feedback on student outcomes (e.g., number of graduates attending graduate/professional schools) will be provided to students through discussions with mentors and in orientation sessions in the upcoming academic year.

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.)

These particular assessment findings have yet to be used to either celebrate student achievements or improve the curriculum. During this academic year, the Neuroscience Program awarded its first Collins Award to the outstanding senior in our program. The determination of which student received this award was based on grades and research involvement, not from responses to the Senior Survey, however.
We do plan to discuss these assessment findings in upcoming faculty meetings to address concerns that arise due to responses on the survey.

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.

At this time, we do not plan to change our assessment process, which is outlined in our Assessment Plan submitted in Fall 2015.

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