

Program-Level Assessment: Annual Report

Program Name (no acronyms): Graduate Program in Pathology

Department: Pathology

Degree or Certificate Level: Ph.D.

College/School: Medicine

Date (Month/Year): 10/1/2021

Assessment Contact: Jacki Kornbluth

In what year was the data upon which this report is based collected? 2020

In what year was the program's assessment plan most recently reviewed/updated? 2020

1. Student Learning Outcomes

Which of the program's student learning outcomes were assessed in this annual assessment cycle? (Please list the full, complete learning outcome statements and not just numbers, e.g., Outcomes 1 and 2.)

1. Demonstrate sufficient knowledge of the biomedical sciences to support independent biomedical research related to pathobiology. This outcome is learned throughout the students' time in the Pathology graduate program. Students taking the required advanced course in pathobiology (PATH.5010) all passed. Admission to candidacy exam outcomes were also assessed; all participating students passed. 2. Demonstrate the ability to effectively communicate biomedical research with respect to content, organization, logical flow, presentation, and appropriate use of language incorporating the use of visual aids. All departmental graduate students participated in journal club and presentation of their research in Topics in Pathology colloquium.

2. Assessment Methods: Artifacts of Student Learning

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

Grades in classes are determined based on the cumulative performance on multiple written exams. The outcome of each exam is shared with students after final grading and any questions or discussions about the exam are welcomed and transparent. The journal club and colloquium grades are based on feedback by the audience following the student presentation. Admission to candidacy exams were assessed by a consensus vote of a 5 member faculty committee. a). No courses were offered online in 2020. b). No involvement with the Madrid campus c). No involvement with off-campus locations.

3. Assessment Methods: Evaluation Process

What process was used to evaluate the artifacts of student learning, and by whom? Please identify the tools(s) (e.g., a rubric) used in the process and **include them in/with this report document** (do not just refer to the assessment plan).

This is an apprenticeship style program, so the majority of feedback to the students is immediate and occurs in one-on-one discussions between the students and their research mentors and/or other faculty. Additional feedback is provided by performance reports from the course directors to the Pathology Student Progress Committee and by reviewing the students' grades. This information is collected and evaluated by the Student Progress Committee, which meets with the students and provides important feedback.

4. Data/Results

What were the results of the assessment of the learning outcome(s)? Please be specific. Does achievement differ by teaching modality (e.g., online vs. face-to-face) or on-ground location (e.g., STL campus, Madrid campus, other off-campus site)?

All students in the past academic year passed all courses and exams and had satisfactory committee meetings.

5. Findings: Interpretations & Conclusions

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

We have worked to continually revise and improve our program to meet the needs of a changing scientific landscape. Faculty have a close, one-on-one relationship with students and multiple collaborations among faculty foster a team science approach. All of our students pass their exams and improve their written and oral communication skills, preparing them for a scientific career.

6. Closing the Loop: Dissemination and Use of Current Assessment Findings

A. When and how did your program faculty share and discuss these results and findings from this cycle of assessment?

Results are discussed a meetings of the Student Progress Committee and student issues are discussed at our Pathology departmental and research division faculty meetings.

B. How specifically have you decided to use these findings to improve teaching and learning in your program? For example, perhaps you've initiated one or more of the following:

Changes to the Curriculum or Pedagogies

- Course content
- Teaching techniques
- Improvements in technology
- Prerequisites

- Course sequence
- New courses
- Deletion of courses
- Changes in frequency or scheduling of course offerings

Changes to the Assessment Plan

- Student learning outcomes
- Artifacts of student learning
- Evaluation process

- Evaluation tools (e.g., rubrics)
- Data collection methods
- Frequency of data collection

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

We are not making changes.

If no changes are being made, please explain why.

Students and faculty are satisfied that the graduate program is successful.

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 assessment data?

We revised our student handbook to delineate more clearly the course requirements, credit hours and calendar of progress.

B. How has this change/have these changes been assessed?

C. What were the findings of the assessment?

D. How do you plan to (continue to) use this information moving forward?

We will continue to discuss student progress and success and make changes if needed.

IMPORTANT: Please submit any assessment tools (e.g., rubrics) with this report as separate attachments or copied and pasted into this Word document. Please do not just refer to the assessment plan; the report should serve as a stand-alone document.