Department: Neuroscience, Cell Biology and Physiology (NCBP)
Degree Program: Master of Science in Anatomy
Chair: Dr. Timothy Cope
Assessment Coordinator: Dr. Larry Ream

1. ASSESSMENT MEASURES EMPLOYED
   • Prior to completing the first year core curriculum, each student met with the Program Director to discuss the course work taken, course work yet to be completed, and progress in the graduate anatomy program. At this meeting, students submitted a quarter-by-quarter timetable outlining their plans for completing the remaining requirements for their degree. Thesis students confirmed their mentor and laboratory in which their thesis research work will be done. Non-thesis students set a tentative date for taking the oral comprehensive examination over the core curriculum. A Program of Study was completed for all students.
   • Graduating students completed the exit interview and exit survey questionnaire. The exit interviews were conducted by the Program Director to determine the future plans of graduating students and to discuss their impressions of the quality and effectiveness of their education and training in our programs.
   • Thesis committees completed the form “Record of Supervisory Committee Meeting” at committee meetings and the form “Thesis Proposal and Defense” at the time of the thesis research defense.
   • Comprehensive oral examination committees completed the form “Record of Comprehensive Examination” at the time of the examination.

2. ASSESSMENT FINDINGS
   • Headcount enrollment for this assessment period was 45 students.
   • A total of 44 applications were reviewed for the 2010/11 academic year; 31 were interviewed; 26 were accepted; 24 registered for class. The GRE is not required for admission unless the undergraduate GPA is <3.0.
   • Program student enrollments are shown below.

### Students Enrolled in Anatomy

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<th>Year</th>
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Profile of new registered students:
- Average undergraduate GPA was 3.329 (a slight increase over last year).
- Fifteen women; nine men.
- Nineteen White; one Black; one Asian; one Hispanic; three Asian Indian.
- Ten different undergraduate majors; fourteen students were Biology majors.
- Fourteen different undergraduate institutions represented, with 11 students from WSU, 3 students from the University of Dayton, and 3 students from The Ohio State University.
- No international students.
- Five students withdrew from the program. Two of these withdrew because they were accepted into another professional program.
- Most students completed the core curriculum as planned.
- All but four of the full-time thesis students completed their research and defended their thesis by the end of the second year as certified by the thesis committees.
- Seven non-thesis students completed the oral comprehensive examination by the end of the Winter Quarter of the second year as certified by the examination committee.
- Thesis students completed their thesis research and successfully defended their research as certified by the thesis committees.
- Master’s program students presented at national and international meetings.
- All students were in good academic standing (i.e., a GPA of at least 3.0) and all full time students completed the core course requirements within two years. All graduating students completed the required core courses. All students in progress are completing this requirement.
- All students are required to complete 4 seminars, 3 of which need to be in the NCBP Department. All graduating students completed the seminar requirements. All students in progress are completing this requirement.
- All but six of the full-time students completed the graduate program within 2 years.
- Students who completed the assessment questionnaire indicate the strengths of the program are the organization of the courses, general curriculum strength, quality of the professors, and quality of the facilities.
- The NCBP Department provides an exit questionnaire to be completed by students prior to graduation. Students rated the questions by: strongly disagree, disagree, agree, strongly agree, or do not know. A total of 22 questions were asked. The questions were divided into 4 categories: Quality of the Faculty; Quality of the Curriculum; Adequacy of Resources for Research; and Overall Impression of the NCBP Master’s Program. Six questionnaires were collected.
- The majority of students who completed the exit questionnaire either strongly agreed or agreed with the statements assessing the program’s effectiveness. In response to the question “What were the strengths of the Master’s program?”, here are six of the responses we received.
  - Small class size, personal lockers, availability of the faculty, expertise of the faculty, loyalty and interest of the faculty, depth of material.
  - The curriculum and the faculty.
  - High quality work standards, opportunity to advance in multiple different areas after graduation.
  - Knowledge of faculty and depth of information in the core classes.
  - Able to work closely with the professors and build great relationships.
  - The academic rigor is the most important part of the program.
In response to the question “What were the weaknesses of the Master’s program?”, here are three of the responses we received.
- In some ways I feel that the comparison of the course route to the thesis route doesn’t quite equal.
- Fulfilling academic requirements were not always the same for everyone.
- Broad variation in research expectations from different faculty in different departments.

• Our graduating students continue to have success in obtaining acceptance into doctoral level academic programs, including medical school, dental school, and Ph.D. programs; or other medically-related programs, such as physician assistant; or employment in a professional position teaching anatomy. Survey responses and student feedback indicate that our program provides graduates with the needed expertise for these career choices, especially for the health-related professions.
• During this assessment period, nine students completed MS degree.
• Number of degrees awarded by the Program are shown below.

![M.S. Degrees Awarded](image)

• Students were well prepared for post-graduate study. Students possessed a broad knowledge of anatomical topics, and have effective oral and written communication skills.
• No challenges were encountered.
• The assessment data indicate that all Outcome subcategories were achieved and that the students are performing at an excellent level in this regard.

3. PROGRAM IMPROVEMENTS
• No significant changes were made in the program during the past year.
• The non-thesis students completed the oral comprehensive examination by the Winter Quarter of the second year.
• Evaluation of the core curriculum using the assessment questionnaire completed by graduating students indicates that some students did not agree that the seminars served to expand their knowledge. Under the new Semester system, two seminars, one in the Fall and one in the Spring Semester, will be required. We will continue to monitor students’ expectations and comments concerning the seminars. The seminar series will be evaluated at the end of the next evaluation period.
• We have seen an increase in the number of students who want a Master’s degree in Anatomy so that they can teach this discipline at the college level. As a result of this
increasing interest, we developed a tract in our non-thesis option designed for students who want to enter the field of anatomy education. We had our first graduate of this new program during this assessment period. Two students are currently completing the requirements for this program. Our new program website announces this new program for the first time. The teacher education tract will be evaluated at the end of the next evaluation period.

4. ASSESSMENT PLAN COMPLIANCE
   • The assessment plan was carried out as intended.
   • A continuing and significant challenge is to make sure that all students fill out the exit interview questionnaire after they have completed all of the requirements for graduation.
   • A survey of recent alumni was not done during this reporting period.

5. NEW ASSESSMENT DEVELOPMENTS
   • When a student submits a Thesis or Scholarly Project for public display in the Program Office, the office staff will send the exit questionnaires to the student. Incorporating this step into a process already in place will help insure more complete participation. The assessment coordinator will still be responsible for following up on all students graduating in the program.