Graduate Program in Physiology
Self Assessment, October 14, 2008

Introduction

This program is in the midst of a massive change that will redefine the core goals and objectives. This change has come about because of the reorganization of the medical school’s departments three years ago, and because of a change in emphasis in research within that reorganized department. The current directors, Drs. Allsopp and Ward, strongly believe that any biomedical graduate program should have a strong research component as its base, and we are working to reorganize the program based on the strengths of the department over the last 8 years. The current assessment is the last one for the program under the previous rules and regulations.

1. Has your program developed learning outcomes? If yes, please list.

A. Master of Science in Biomedical Sciences (Physiology)

1. Sufficient breadth and depth of knowledge to assume responsibility for teaching classes in Anatomy and Physiology at least at the undergraduate level, and teaching experience in Physiology;

2. Knowledge of the process of research, including: familiarity with techniques for searching the literature; principles of measurement; and practical experience in the design and conduct of scientific experiments, collection of data, and interpretation of data sufficient to enable them to interpret current literature, and to embark upon the next (doctoral) level of development as researchers;

3. Familiarity with the mechanics of scientific reporting sufficient to enable them to prepare a publication for a scholarly journal;

4. Experience with oral presentation of material sufficient to enable them to prepare and deliver reports on their work at seminars or meetings of scientific societies;

5. A degree of understanding and scientific maturity sufficient to enable them to assess the work of others;

6. An understanding of the administrative procedures common to academic departments.
B. PhD in Biomedical Sciences (Physiology)

1. Sufficient breadth and depth of knowledge to assume responsibility for teaching classes in Anatomy and Physiology at the undergraduate level, and sufficient sophistication in one specialty area of Physiology to teach medical and graduate level course material in that area;

2. Specialized knowledge in an area of research, including familiarity with the literature and techniques common to their area of specialization; and practical experience in the design and conduct of scientific experiments, collection of data, and interpretation of data sufficient to enable them to initiate and continue research successfully as independent investigators and to supervise student work in that area;

3. Familiarity with the mechanics of scientific reporting sufficient to enable them to publish their work in scholarly journals;

4. Experience with oral presentation of material sufficient to enable them to prepare and deliver reports on their work at seminars or meetings of scientific societies;

5. A degree of understanding and scientific maturity sufficient to enable them to assess and criticize constructively the work of others;

6. An understanding of the administrative procedures common to academic departments.

2. If your program has learning outcomes, where are they published (e.g., department web page)?

   These SLOs are all listed in the Physiology Program’s Policies and Procedures Handbook, a copy of which is given to each incoming student, and portions of which may be distributed to prospective applicants by e-mail. They are also available on the Physiology Program website - http://www2.jabsom.hawaii.edu/Grad_Physiol/

3. Do your faculty list course learning outcomes on their syllabi?

   Yes.

4. Does your program have a curriculum map that links course outcomes to program outcomes? If so, please include.

   No.
5. Does your program benchmark or have goals for student performance? (e.g. 70% students will graduate within 5 years)

Yes. Our current goal is to have 90% of our students graduate in 2 years.

6. Other than GPA, what data/evidence is used to determine that graduates have achieved stated outcomes for the degree? (i.e. capstone project, class assignment)

   A. Exams in individual courses
   B. Qualifying/general exam
   C. Comprehensive exam (PhD students)
   D. Thesis/dissertation or Plan B paper

7. Who interprets the evidence of student learning?

   Department and program faculty

8. How are the assessment data/results used to inform decisions concerning the curriculum and administration of the program?

   Through the Physiology Graduate Committee.

9. What attempts are made to monitor students’ postgraduate professional activities?

   The Graduate Committee reviews each student’s performance.