

**Student Learning Assessment Program
Response to Summary Form
Undergraduate Programs 2005**

Department: Biological Sciences

Category	Level*	Comments
Learning Objectives	Level 2, B.S. Clinical Laboratory Sciences	Objective 1 has an appropriate scope and describes a student behavior. Objectives 2 & 3 could be more specific. What quantitative knowledge is required by the field? Objective 3 doesn't really describe the behavior you want students to exhibit. You may want to break objective 3 into more than one objective if you find that there is a great deal of information packed into that objective. As written the 3 rd objective is a program goal, not a student learning objective, so the information connected to this objective throughout the summary is not truly measuring what students learn—just whether they are employed.
How, Where, and When Assessed	Level 2-3, B.S. Clinical Laboratory Sciences	The national exams provide a clear cut direct measure. Do they examine more than quantitative knowledge and lab techniques? If so, the information on the exams might help define program objectives. The evaluations that are conducted by cooperating hospitals is interesting, and may mean that this is one of the few programs whose students are assessed in a direct manner in the professional setting. Do personnel at the cooperating hospitals complete some kind of form that is given to EIU to indicate students' preparedness and skill? The survey of students before their clinical year provides a good indirect measure. Have you thought about trying to gather indirect data after their clinical year for the purposes of comparison?
Expectations	Level 2, B.S. Clinical Laboratory Sciences	Expectations are clear overall for the measures listed. However, because the third objective is not really a learning objective, it is difficult to determine appropriate expectations.
Results	Level 2, B.S. Clinical Laboratory Sciences	I understand why you believe that employment rates tell if your students are doing well, but that factor does not take into account many things: how long does the former student stay employed? Are they successful at their position? It also is reliant on the market, and my understanding is that right now the market is extremely good for people with this degree, but if that would change, and your employment rates dropped, that measure would still not tell you how well the curriculum taught the students what you want them to know.
How Results Will be Used	Level 2, B.S. Clinical Lab Sciences	The assessment committee and chair have established an effective feedback loop. Areas of concern based on data have been identified and are being monitored as data is collected each year. Involving the cooperating hospitals is key here, of course. Some of the things to think about you mentioned in Part Three are interesting and similar to the B.S. in Biological Sciences report. Do you share some of that data?

* Levels should not be interpreted as grades or scores; they are stages of implementation based on patterns of characteristics described by North Central Association. These levels are approximations based on the information provided in the summaries. Please refer to the checklist for the Primary Traits listed for each level on the assessment web site at www.eiu.edu/~assess.