Student Learning Assessment Program

## Response to Summary Form

**Undergraduate Programs 2017**

Department: Biological Sciences, Clinical Laboratory Sciences

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| **Category** | **Level[[1]](#footnote-1)\*** | Comments |
| Learning Objectives | Level 3, B.S. Clinical Laboratory Sciences | Objectives are program-specific and describe student behaviors. The following undergraduate learning goals have been adopted by the department: quantitative reasoning, responsible citizenship, writing, and critical thinking. You do a nice job here of taking the undergraduate learning goals and making them relevant for your major content.  |
| **How, Where, and When Assessed** | Level 2-3, B.S. Clinical Laboratory Sciences | You have direct (exams and rubrics) and indirect measures (student survey) here, so that is good. It does not appear that your measures are multiple but rather singular for each objective. How can you assess ethical behavior in the internship? Does the supervisor provide data on that aspect of the student’s work? If you are not gathering data from the hospital supervisor, you may want to consider it; that year in the professional setting could provide a wealth of information on your program—if the supervisors are amenable to completing an evaluation about the student’s skills/knowledge.  |
| **Expectations** | Level 3, B.S. Clinical Laboratory Sciences | Expectations have been established for the measures given and they match the instruments and objectives.  |
| **Results** | Level 2, B.S. Clinical Laboratory Sciences | Data are being collected. It is good that you included numbers as well as percentages in this column. Your employment rates are impressive despite the small numbers. |
| **How Results Will be Used** | Level 2, B.S. Clinical Lab Sciences | The feedback loop is in place with the CLS director, Biological Sciences faculty and the hospital directors. It is good that data are shared with faculty at the annual retreat since many of the biology courses that students take as freshmen and sophomores will contribute to their readiness for the internship. Have you discussed ways to remediate students to try to shore up that attrition between BIO 3120 and BIO 3210? Given the employment rates, it would be nice to increase the graduates in this program since there is clearly a need for people with this degree. |

1. \* 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](http://www.eiu.edu/~assess). [↑](#footnote-ref-1)