Student Learning Assessment Program

## Response to Summary Form

**Undergraduate Programs 2018**

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. |
| **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. Assessing ethical behavior in the internship through your newly developed form is a good idea; I hope that you can disseminate it and collect data this year. You should list this new instrument where pertinent to your learning outcomes in this column. |
| **Expectations** | Level 3, B.S. Clinical Laboratory Sciences | Expectations have been established for the measures given. You will want to revise expectations to align with the new internship evaluation—once you are using it and have collected data. |
| **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. You indicate that students begin in CLS and don’t end up finishing because of weaknesses in scientific knowledge, so your students who go on to the internship are very strong candidates. Is there a way to help students increase their knowledge earlier, so fewer drop out of the program? What happens to students who don’t make it to the CLS internship phase? |
| **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)