

Weber State University
Annual Assessment of Evidence of Learning

Cover Page

Department/Program: Medical Laboratory Sciences
Academic Year of Report: 2015
Date Submitted: 11-23-2015
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A. Brief Introductory Statement:

Please review the Introductory Statement and contact information for your department displayed on the assessment site:

<http://www.weber.edu/portfolio/departments.html> - if this information is current, please place an 'X' below. No further information is needed. We will indicate "Last Reviewed: [current date]" on the page.

Information is current; no changes required.

Information is not current; updates below.

Update:

B. Mission Statement

Please review the Mission Statement for your department displayed on the assessment site: <http://www.weber.edu/portfolio/departments.html> - if it is current, please indicate as much; we will mark the web page as “Last Reviewed [current date]”. No further information is needed. If the information is not current, please provide an update:

Information is current; no changes required.

Information is not current; updates below.

C. Student Learning Outcomes

Please review the Student Learning Outcomes for your department displayed on the assessment site:

<http://www.weber.edu/portfolio/departments.html> - if they are current, please indicate as much; we will mark the web page as “Last Reviewed [current date]”. No further information is needed.

If they are not current, please provide an update:

Information is current; no changes required.

Information is not current; updates below.

Measurable Learning Outcomes

At the end of their study at WSU, students in this program will:

- 1) ...
- 2) ...
- 3) ...
- 4) ...
- 5) ...
- 6) etc.

D. Curriculum

Please review the Curriculum Grid for your department displayed on the assessment site: <http://www.weber.edu/portfolio/departments.html> - if it is current, please indicate as much; we will mark the web page as “Last Reviewed: [current data]”. No further information is needed. If the curriculum grid is not current, please provide an update:

- Information is current; no changes required.**
- Information is not current; updates below**

Curriculum Map

| | Department/Program Learning Outcomes | | | | | | | |
|------------------------------------|--------------------------------------|--------------------|--------------------|--------------------|--------|--|--|--|
| | Learning Outcome 1 | Learning Outcome 2 | Learning Outcome 3 | Learning Outcome 4 | Etc... | | | |
| Core Courses in Department/Program | | | | | | | | |
| | | | | | | | | |
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Note^a: Define words, letters or symbols used and their interpretation; i.e. 1= introduced, 2 = emphasized, 3 = mastered or I = Introduced, E = Emphasized, U = Utilized, A = Assessed Comprehensively; these are examples, departmental choice of letters/numbers may differ
Note^b: Rows and columns should be transposed as required to meet the needs of each individual department

Additional Information (if needed)

E. Assessment Plan

Please review the Assessment Plan for your department displayed on the assessment site: <http://www.weber.edu/portfolio/departments.html> - if the plan current, please indicate as much; we will mark the web page as “Last Reviewed [current date]”. No further information is needed.

The site should contain an up-to-date assessment plan with planning going out a minimum of three years beyond the current year. Please review the plan displayed for your department at the above site. The plan should include a list of courses from which data will be gathered and the schedule, as well as an overview of the assessment strategy the department is using (for example, portfolios, or a combination of Chi assessment data and student survey information, or industry certification exams, etc.).

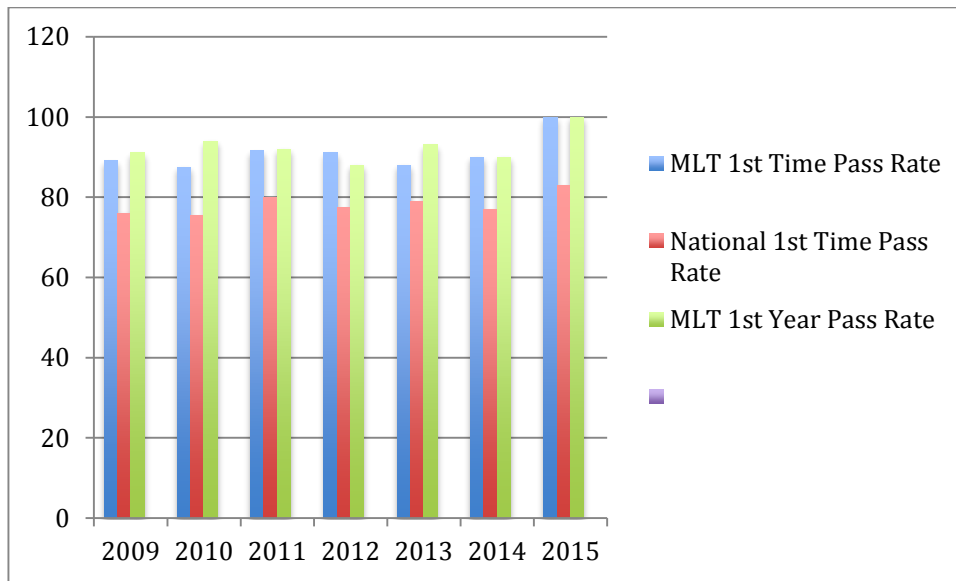
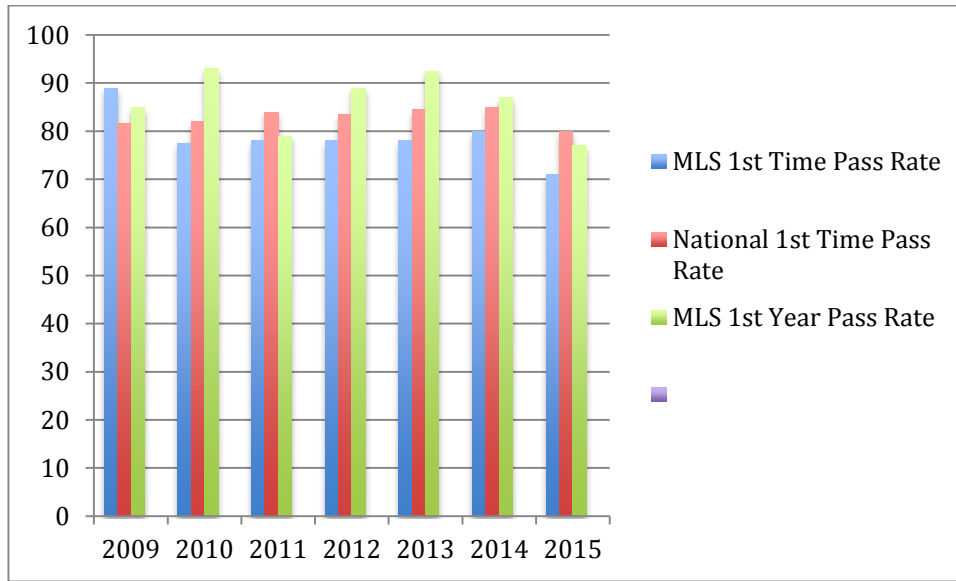
Please be sure to include your planned assessment of any general education courses taught within your department. This information will be used to update the General Education Improvement and Assessment Committee’s planning documentation.

Assessment plan:

X Information is current; no changes required.

F. Report of assessment results for the most previous academic year:

Please insert the following charts in place of the ones in last year's report:



There are a variety of ways in which departments can choose to show evidence of learning. This is one example. The critical pieces to include are 1) what learning outcome is being assessed, 2) what method of measurement was used, 3) what the threshold for ‘acceptable performance’ is for that measurement, 4) what the actual results of the assessment were, 5) how those findings are interpreted, and 6) what is the course of action to be taken based upon the interpretation.

A. Evidence of Learning: Courses within the Major

(this is a sample page for purpose of illustration only; a blank template can be found on the next page)

| Sample only - Evidence of Learning: Courses within the Major - Sample only | | | | | |
|--|--|---|--|---|---|
| Measurable Learning Outcome: Students will... | Method of Measurement* | Threshold for Evidence of Student Learning | Findings Linked to Learning Outcomes | Interpretation of Findings | Action Plan/Use of Results |
| Learning Outcome 1: | <p>Measure 1: A set of 10 multiple choice questions from Exam 1</p> <p>Measure 2: Student presentations</p> | <p>Measure 1: 85% of students will score 80% or better on 10 questions</p> <p>Measure 2: Using a rubric to assess the presentation, 90% of students will achieve a score of 75% or above.</p> | <p>Measure 1: 93% of students scored 80% or better on 10 questions</p> <p>Measure 2: the threshold was met, but students performed poorly (avg. = 1.8) on one criterion.</p> | <p>Measure 1: Students successfully demonstrated interpretation skills</p> <p>Measure 2: unclear where the issue is</p> | <p>Measure 1: No curricular or pedagogical changes needed at this time</p> <p>Measure 2: provide better explanation of the expectations for this criterion and re-assess.</p> |
| Learning Outcome 2: | <p>Measure 1: Results of standardized test</p> <p>Measure 2: Students are surveyed about their perceived</p> | <p>Measure 1: 85% of students will score at or above the national average.</p> <p>Measure 2: On a 5 point Likert scale, 90% of students will indicate 4 or 5</p> | <p>Measure 1: 90% of students scored above national average</p> <p>Measure 2: Less than half of students felt competence with this outcome.</p> | <p>Measure 1: Students successfully demonstrated competence; lowest average score was in transfer of knowledge, where only 69% of questions were answered correctly.</p> <p>Measure 2: Students tested well, but their perceived competence</p> | <p>Measure 1: Faculty agree to include review of transfer in all related courses; this outcome will be reassessed during next review</p> <p>Measure 2: Students will be given more opportunity to</p> |

| Sample only - Evidence of Learning: Courses within the Major - Sample only | | | | | |
|--|---------------------------|--|--------------------------------------|----------------------------|--|
| Measurable Learning Outcome: Students will... | Method of Measurement* | Threshold for Evidence of Student Learning | Findings Linked to Learning Outcomes | Interpretation of Findings | Action Plan/Use of Results |
| | competence of the outcome | | | was lower than expected. | practice this skill with immediate feedback. |

*Can be a mix of direct and indirect measures, but at least one measure must be direct

Additional narrative (optional – use as much space as needed):

b. Evidence of Learning: High Impact or Service Learning

This information is current

If you provide students with high impact or service learning opportunities briefly describe those opportunities and explain how you assess their impact on student learning. This [excerpt](#) from George D. Kuh provides a brief overview of high-impact practices.

c. Evidence of Learning: General Education Courses
 (duplicate this page as needed or delete if department does not offer GE courses)

N/A

| Evidence of Learning: General Education Area [fill in] | | | | | |
|--|-----------------------|--|--------------------------------------|----------------------------|----------------------------|
| Measurable Learning Outcome | Method of Measurement | Threshold for Evidence of Student Learning | Findings Linked to Learning Outcomes | Interpretation of Findings | Action Plan/Use of Results |
| Students will... | | | | | |
| Learning Outcome 1: | Measure 1 | Measure 1 | Measure 1: | Measure 1: | Measure 1: |
| | Measure 2: | Measure 2: | Measure 2: | Measure 2: | Measure 2: |
| Learning Outcome 2: | Measure 1: | Measure 1: | Measure 1: | Measure 1: | Measure 1: |
| | Measure 2: | Measure 2: | Measure 2: | Measure 2: | Measure 2: |
| Learning Outcome 3: | Measure 1: | Measure 1: | Measure 1: | Measure 1: | Measure 1: |
| | Measure 2: | Measure 2: | Measure 2: | Measure 2: | Measure 2: |

*At least one measure per objective must be a direct measure; indirect measures may be used to supplement direct measure(s).

Additional narrative (optional – use as much space as needed):

G. Summary of Artifact Collection Procedure

This information is current

| Artifact | When/How Collected? | Where Stored? |
|----------------------------------|-------------------------------|--|
| (i.e. Final Project Rubric) | (i.e. end of semester) | (i.e. electronic copies) |
| (i.e. Chi Tester Outcome Report) | (i.e. 2-3 times per semester) | (i.e. electronic format, chi tester warehouse) |
| | | |

Summary Information (as needed)

Appendix A

No updates needed for this section

Most departments or programs receive a number of recommendations from their Five-Year Program Review processes. This page provides a means of updating progress towards the recommendations the department/program is acting upon.

| Date of Program Review: #### | Recommendation | Progress Description |
|------------------------------|------------------------|----------------------|
| Recommendation 1 | Text of recommendation | #### +1 progress |
| | | #### +2 progress |
| | | #### +3 progress |
| | | #### +4 progress |
| Recommendation 2 | Text of recommendation | #### +1 progress |
| | | #### +2 progress |
| | | #### +3 progress |
| | | #### +4 progress |
| Recommendation 3 | Text of recommendation | #### +1 progress |
| | | #### +2 progress |
| | | #### +3 progress |
| | | #### +4 progress |
| (add as needed) | | |

Additional narrative:

Appendix B

This information is current

Please provide the following information about the full-time and adjunct faculty contracted by your department during the last academic year (summer through spring). Gathering this information each year will help with the headcount reporting that must be done for the final Five Year Program Review document that is shared with the State Board of Regents.

| | |
|---|--|
| Faculty | |
| Headcount | |
| With Doctoral Degrees (Including MFA and other terminal degrees, as specified by the institution) | |
| Full-time Tenured | |
| Full-time Non-Tenured (includes tenure-track) | |
| Part-time | |
| | |
| With Master's Degrees | |
| Full-time Tenured | |
| Full-time Non-Tenured | |
| Part-time | |
| | |
| With Bachelor's Degrees | |
| Full-time Tenured | |
| Full-time Non-tenured | |
| Part-time | |
| | |
| Other | |
| Full-time Tenured | |
| Full-time Non-tenured | |
| Part-time | |
| Total Headcount Faculty | |
| Full-time Tenured | |
| Full-time Non-tenured | |
| Part-time | |

Please respond to the following questions.

- 1) Based on your program's assessment findings, what subsequent action will your program take?

The main assessment for our program is the national certification exam through ASCP (American Society for Clinical Pathologists) which students take after completing their AAS MLT degree and again after their BS MT degree. In Section F of this report, are the results of the past academic years.

The MLT results are extremely encouraging. Our students had a 100% first time pass rate, compared to the national average of 81%. This confirms a number of curriculum changes over the past three years are resulting in higher certification exam scores. We will continue to monitor this in hopes of it not being a one year cohort anomaly.

The MT/MLS results are a different story. The results show a slight decline over the past three years. The first year pass rate this past academic year was 78%, which is below the national average of 80%. This would be the first year that the MLS results have been below the national average. Further analysis indicates that the drop is largely accounted for in the students who graduated from the online program. The MLS faculty feel that this is a possible cohort effect and hopefully next year, we will see an increase that is comparable to previous years.

On the MT/MLS level, the MLS faculty periodically evaluate the ASCP scores for each of the major MLS disciplines. Clinical Immunology and Virology is a new course specifically designed to improve the students' scores on the immunology section of the exam. The course has been offered on campus for the past two years and was offered for the first time online fall 2015. Also, Advanced Clinical Microbiology and Molecular Diagnostics has been significantly changed fall semester of 2015 to address low certification exam scores in bacteriology and mycology. As the individuals taking these courses graduate, the MLS faculty are confident that the ASCP scores will increase.

- 2) Are there assessment strategies within your department or program that you feel are particularly effective and/or innovative? If so, what are those strategies and what do you learn about your students by using them?

On specific strategy within the MLS department has to do with a course we call Simulated Laboratory. Students take this course in the third year of the program. Students are placed in a simulated small clinic laboratory which incorporates all MLS disciplines and aspects of working in a real lab. The students are assessed on their ability to perform under the pressure of simulated laboratory work flow. Student feedback during the course is extremely positive.

