

..Weber State University
Annual Assessment of Evidence of Learning

Cover Page

Department/Program:
Academic Year of Report: 2016/17 (Summer 2016, Fall 2016, Spring 2017)
Date Submitted:
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A. Brief Introductory Statement:

Please review the Introductory Statement and contact information for your department or academic program 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 or academic program 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.

Update:

C. Student Learning Outcomes

Please review the Student Learning Outcomes for your academic program 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.

Updated 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 or academic program 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 Format

Core Courses in Department/Program	Department/Program Learning Outcomes						
	Learning Outcome 1	Learning Outcome 2	Learning Outcome 3	Learning Outcome 4	Etc...		

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 is 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: Information is current; no changes required.

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

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

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

Evidence of Learning Worksheet: **Courses within the Major**

Course:

Course [Subject/Number]		Evidence of Learning: Courses within the Major			
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
Learning Outcome 1:	Measure 1:	Measure 1:	Measure 1:	Measure 1:	
	Measure 2:	Measure 2:	Measure 2:	Measure 2:	
Learning Outcome 2:	Measure 1:	Measure 1:	Measure 1:	Measure 1:	
	Measure 2:	Measure 2:	Measure 2:	Measure 2:	

*Direct and indirect: at least one measure per objective must be a direct measure.

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

Report due 11/15/2017

b. Evidence of Learning: High Impact Practices (HIPs)

List the activities you have within your academic program that you consider to be high impact. For key elements of high impact practices, see: [Key Elements of High-Impact Practices](#).

MLS 4803 and MLS 4804 Research projects I and II are courses that meet the key elements of high-impact practices. Students are required to spend 2 semesters designing and completing a research project. Students have faculty advisors and are encouraged to submit their findings to ERGO and other research journals. Students are also encouraged to attend the yearly NCUR and ASCLS conferences to present their research findings.

If you cannot identify any HIPs occurring within your academic program, please indicate that. Are you planning to incorporate HIPs in the near future?

[List and/or narrative]

c. Evidence of Learning: General Education Courses

(Area-specific EOL grids can be found at [http://weber.edu/oie/Complete Rubrics.html](http://weber.edu/oie/Complete_Rubrics.html); they can replace this page.)

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

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

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

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 2016-17	
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)	2
Part-time and adjunct	
With Master's Degrees	
Full-time Tenured	1
Full-time Non-Tenured	3
Part-time and adjunct	
With Bachelor's Degrees	
Full-time Tenured	
Full-time Non-tenured	
Part-time and adjunct	7
Other	
Full-time Tenured	
Full-time Non-tenured	
Part-time	
Total Headcount Faculty	
Full-time Tenured	1
Full-time Non-tenured	5
Part-time	7

Please respond to the following questions.

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

The MLS department's main goal is to hire a full time faculty member to teach immunohematology.

- 2) We are interested in better understanding how departments/programs assess their graduating seniors or graduate students. Please provide a short narrative describing the practices/curriculum in place for your department/program. Please include both direct and indirect measures employed. Finally, what were your findings from this past year's graduates?

The MLS program builds upon competency statements as outlined in the ASCP Board of Certification. The competencies are provided in didactic courses and expanded upon in the laboratory setting. Students are assessed by quizzes, examinations, case studies, and laboratory competencies. Upon graduation from the MLS program, students are eligible to sit for the American Society for Clinical Pathologists (ASCP) national certification exam. The results of the certification exam are sent to the MLS program director, who utilizes the statistics to ensure the program is meeting the requirements set forth by the accrediting agency. The MLS department is accredited by the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS), which requires measurement of certification pass rates as well as graduation rates, placement rates and attrition rates. The WSU MLS department exceeds NAACLS benchmarks for these measurements. The MLS department completed the rigorous NAACLS accreditation process spring 2015 and was awarded the maximum length of accreditation of ten years. The MLS faculty and online advising staff are continuously reviewing the curriculum and student evaluations to address the needs of the students along with the outcomes from courses and national certification assessments.