		Assessment Year 1-		*Clinical Laboatory Science Major*	
		Student Learning Outcomes (SLOs) for Academic Programs			
		Please list all of the student learning outcomes for your program as articulated in the assessment pl			
		Department of Biological Sciences - Clinical Laboatory Science Major			
		Assesment Year 1			
		SLO(s)	ULG*	***Measures/Instruments***	**How is the information Used?**
	#	*Note: Measures might be used for more than 1 SLO*		*Please include a clear description of the instrument including when and where it is administered*	*(include target score(s), results, and report if target(s) were met/not met/partially met for each instrument)*
	1	Students will demonstrate the ability to communicate and understand molecular and cell biology BIO 3120. They will need to demonstrate the quantitative and analytical skills to analyze data sets generated by biological experiments and surveys	C W Q	Lecture examinations and laboratory exercises and research projects, assessed by faculty Evaluation rubrics as evaluated by course instructors CLS Student Survey National Accrediting Agency for Clinical Laboratory Sciences exam (NAACLS): Molecular and cellular biological components are a significant portion of the exam. Passing this exam would indicate strength in molecular and cellular biological science knowledge	Target: >80% of the students in BIO 3120 will demonstrate proficiency by attaining grades of C or higher Target: >75% of students in BIO 3120 will have an acceptable to superior range of understanding. Target: >75% graduating seniors agree or strongly agree that they have an understanding of molecular and cell biology Target: 100% passing rate on the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS) exam

	2	Students will demonstrate the ability to communicate and understand immunological concepts in BIO 3210 Immunology. They will need to demonstrate the quantitative and analytical skills to analyze data sets generated by biological experiments and surveys	C S W Q	Lecture examinations and laboratory exercises and research projects, assessed by faculty Evaluation rubrics as evaluated by course instructors CLS Student Survey National Accrediting Agency for Clinical Laboratory Sciences exam (NAACLS): Molecular and cellular biological components are a significant portion of the exam. Passing this exam would indicate strength in molecular and cellular biological science knowledge	Target: >80% of the students in BIO 3210 Immunology will demonstrate proficiency by attaining grades of C or higher Target: >75% of students in BIO 3210 Immunologyt will have an acceptable to superior range of understanding. Target: >75% graduating seniors agree or strongly agree that they have an understanding of molecular and cell biology Target: 100% passing rate on the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS) exam
	3	Students will enhance global citizenship and demonstrate ethical behavior by: Participation in clubs including volunteering. Internship experience	R	Response to CLS student survey Inherent to working/learning environment during internship	Target: >50% of graduating seniors will indicate that they have participated in clubs. Target: Close to 100% as this is incorporated into the internship experience. A drop in this percentage will be due to failure in the internship or withdrawal. As the expectations for admission to the internship is competitive, it should deter failure or withdrawal.

	4	Students will demonstrate critical thinking skills. A necessary component as a clinical laboratory scientist. At the very least the student needs to identify different experimental approaches, be able to extract some information from descriptive passages and present results..	C Q	Laboratory exercises on course projects as reported through the evaluation rubrics	Target: 75% of students will have an acceptable to superior range of demonstrated critical thinking skills .
	5	Students will demonstrate their ability to write effectively. To succeed as a professional students, need to have strong written communication skills.	R	CLS Student Survey Electronic Writing Portfolio data	Target: 75% of students will indicate that they had an acceptable to superior range of demonstrated writing skills Target: Students will obtain at least a passing rating (3-4) on the Electronic Writing Portfolio
	6	Student will display professional work habits and attitude during the hospital training.		Rubric provided to hospital instructors.	Target: Students will receive an average or above average rating on all ratings in this category.
	7	Student will display a positive attitude toward learning during the hospital training.		Rubric provided to hospital instructors.	Target: Students will receive an average or above average rating on all ratings in this category.
		**Please reference any University Learning Goal(s) (ULG) that this SLO, if any, may address or assess. C=Critical Thinking, W=Writing & Critical Reading; S=Speaking and Listening; Q=Quantitative reasoning; R=Responsible Citizenship; NA=Not Applicable*			

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CLAS Deans' comments on CLS B.S. report

Reviewer: Michael Cornebise

Please note: **This is a STARTING POINT for conversation, with no rubric per se. We will be developing a rubric collaboratively (amongst chairs, Associate Deans, and our new EIU Assessment Coordinator, Yvette Smith) in the spring of 2021 based on peer/aspirant institution models, then we'll evaluate it by that. Meanwhile, if you'd like to modify your document based on these comments, feel free. We appreciate your patience with this process as it evolves!**

1. SLOs are generally clear and measurable, using a good mix of high-level, mid-level, and low-level Bloom's Taxonomy verbs.
2. The undergraduate learning goals are clearly and appropriately identified for each learning objective.
3. The assessment plan includes an appropriate mix of measurements to gather data at different levels including faculty developed evaluation rubrics, a CLS student survey, NAACLS exam, rubric supplied to hospital instructors. The department has also opted to use EWP data as one method to measure writing proficiency. It might be useful to ask students to submit at least one writing sample that demonstrates their ability to effectively present and explain scientific data and principals.
4. While the targets are clearly identified in the plan, how will the data be evaluated, shared with participating faculty members, and used to improve the program?

Overall, though, the plan seems comprehensive and ready for data collection.