A. ACTIONS TAKEN TO IMPROVE STUDENT LEARNING
What actions did you take in 2012-2013, based on previous assessment findings, to improve student learning in your program? (Refer back to plans indicated in “Response to Assessment Findings” in 2011-2012 Assessment Report.)

We continue to monitor graduate performance on the ASCP Board of Certification exam (BOC). The Wright State graduate must take and pass this exam within a defined time of hire in hospital laboratories. The coursework taken in the clinical year enables the graduate to successfully pass this exam. In the 2012-2013 academic year, 14 students took the BOC and 13 passed in their first attempt (93% pass rate) compared to national averages of 84% in the same time frame. The student who failed the BOC initially passed on the second attempt. The National Accrediting Agency of Clinical Laboratory Science programs (NAACLS) noted our history of BOC pass rates during our on-site inspection in 2012.

We have also monitored retention rates, since the clinical year is academically rigorous. We increased the minimum GPA for admission into our program (from 2.5 to 2.7) but we generally have twice the number of applicants than we have positions available. Most of the students in the last 3 years have had GPAs of 3 or greater and we have had 100% retention for that time span.

We also examine graduate placement rates to monitor hiring practices in the clinical labs and we have had 100% placement in the last several years. We seek input from our graduates as well as their employers by providing questionnaires and we routinely receive very positive feedback regarding how well prepared the WSU graduate is compared to graduates of other programs.

B. STUDENT LEARNING OUTCOMES ASSESSED AND EXAMINED
Which Program Level Student Learning Outcomes did you assess and examine during 2012-2013? List the Program Level Student Learning Outcomes using the format of “Graduates will be able to communicate effectively and evaluate arguments and evidence critically.” Included in these learning outcomes are: critical review, appraisal, and synthesis of the health sciences literature, identification and investigation of research questions pertinent to clinical laboratory practice, synthesis of new concepts, models, and theories through appropriate application of empirical knowledge and the scientific method to help resolve clinical laboratory and health sciences issues, application of advanced knowledge and technical skills needed to serve as active contributors in the clinical laboratory profession, application of current knowledge to evaluate or design more effective ways to deliver clinical laboratory practice, and research design sufficient to evaluate published studies.

(Please note that due to specialized accreditation requirements, accredited programs may be required to assess and report on all program level student learning outcomes every year; accredited programs should report in a manner that will align with their accreditation. Programs not carrying specialized accreditation may assess all of their learning outcomes every year but may choose to report on 2-3 per year, looking at several years of data.)

C. METHODS FOR COLLECTING DATA
Which students were included in the assessment? CLS class of 2012-2013 (14 students)

D. ASSESSMENT MEASURES
- What key assessments/assignments/student work did you examine to directly assess the Program Level Student Learning Outcomes listed above? All CLS students take CL 4220, a research design and management class. This course applies scientific method to clinical laboratory research problems. This is a writing intensive course and the students are expected to identify a management project, generate data and use appropriate statistics to evaluate the data, write a scientific paper justifying the project and describing the results, and giving an in class presentation.
What, if any, indirect assessments (e.g. exit survey, alumni survey, focus groups, etc.) did you use to indirectly assess the Program Level Student Learning Outcomes listed above? Ability to write a scientific paper describing the project, results, critically examining the data and describing results. The student’s presentation is graded on organization, clarity, understanding of material, presentation style, and visual aids.

E. SIGNIFICANT FINDINGS
What did you find from your assessments? What did your data reveal about how well students are achieving the Program Level Student Learning Outcomes that you listed above? Thirteen of the fourteen students successfully completed the project, wrote the scientific paper and presented in class. One student was required to rewrite and resubmit the paper as plagiarism was an issue.

F. DISCUSSION OF RESULTS
How were results shared? With whom were they discussed? Results were shared with the students and faculty involved with overseeing the project.

G. ACTIONS PLANNED TO IMPROVE STUDENT LEARNING
Based on what you learned from your assessment of the Program Level Student Learning Outcomes, what actions do the faculty in your program plan to take to improve student learning in your program/area? Describe the steps faculty have taken/will take to use information from the assessments for improvement of student performance and the program. List additional faculty meetings or discussions and planned or actual changes to curriculum, teaching methods, approaches, or services that are in response to the assessment findings.
There are no planned changes to the curriculum as we feel using the BOC as a metric, that we are covering the learning outcomes required for this program. We discuss curriculum and bench level proficiencies at our clinical coordinators meeting.

H. SUPPORTING DOCUMENTS (recommended)
Please attach minutes of program faculty meeting where discussion of results and action planning occurred and any other relevant documents.
Clinical Representatives Attended from
Atrium Medical Center
Children’s Medical Center –Dayton
Community Blood Center
CompuNet Clinical Labs
Good Samaritan Hospital
Grandview Hospital
Kettering Hospital
Mercer Health
VA Medical Center
Wright Patterson AFB Medical Center

Minutes (keyed to agenda items)
1-2. Bev called the meeting to order at 3:40 pm. Attendees introduced themselves and verified contact information at their respective hospitals.

3. Cheryl reported that 11 students from the class of 2012-13 have taken and passed the ASCP Board of Certification Exam as of mid-August. Results of students who took the exam were shared in a handout.

4. Bev reported that evaluations of rotations by last year’s class were generally very positive. These evaluations are submitted at the completion of each major rotation and kept on file until the students finish the program. Evaluations for the current class will be mailed to rotation coordinators next June.

5. Rotation Packets were distributed and reviewed. Rotation schedules, forms, evaluations and student health records and insurance verification are included. The format and evaluation of rotations has not changed from the past few years. Coordinators are asked to complete the midpoint and final evaluations in a timely fashion and fax them to Bev at WSU (937.775.3320).

6. Rotation guidelines and expectations were reviewed. Students spend 6 weeks (24 days) in chemistry, hematology and microbiology departments; 5 weeks in blood bank and 3 days at the Community Blood Center. Coordinators are free to schedule that time as they see fit for chemistry, microbiology and hematology. There is a standard format for Blood Bank that includes weekly quizzes, case studies and practical exams. The Blood Bank packet is available electronically (large file) or can be mailed – contact Bev if interested (beverly.schieltz@wright.edu).

7. WSU will continue to administer rotation exams to students after they complete each major rotation. These exams have been written by the didactic instructors, but we welcome your comments. If you want a copy of any rotation exam, please contact Bev. Students should NOT be shown these exams during their hospital rotations.

8. Cheryl discussed the status of laboratory education in the Dayton area. Sinclair Community College in Dayton will start an MLT program in 2015. Fifteen additional students will be needing clinical rotation sites. Cheryl is on the Board for the SCC program and is advising them on curriculum issues for students who wish to articulate to the BS program.

9. If you have expired QC, kits, media, small analyzers or general supplies that can be donated, please contact us! We are happy to pick them up. Your donations are greatly appreciated.

Meeting was adjourned at 4:30 pm

Submitted by Bev Schieltz, CLS Clinical Coordinator