# Marquette University Learning Assessment Plan

## Clinical Laboratory Science

**Program: Clinical Laboratory Science**  
Degree: B.S.  
Date Submitted: June 2, 2006; Revised: June, 2010

<table>
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<th>Program Learning Outcomes Students will be able to:</th>
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| 1. Demonstrate entry-level knowledge of clinical laboratory science. | 1. Describe theoretical principles of the chemical reactions and/or physical characteristics seen in each test procedure.  
2. Provide logical correlation and interpretation of laboratory results.  
3. Recognize normal and abnormal values.  
4. Analyze and evaluate laboratory findings using statistical methods in order to confirm results, identify possible sources of error and corrective actions, verify quality assurance, and compare laboratory methods. | 1. Comprehensive core exams at the completion of all clinical rotations.  
2. National certification exam following graduation.  
3. Alumni/employer surveys conducted by the Department six months after graduation.  
4. University survey of graduating seniors. | All individual scores/reports/surveys sent to the Department Chair are compiled by the Office Assistant, and then aggregated across all graduating seniors. The information is shared with the faculty and the advisory committee on an annual basis and stored for reporting to the accrediting agency on a 7-year cycle.  
Discipline-specific curriculum committees are consulted annually to review the information and make appropriate modifications.  
The advisory committee meets twice per year to review and discuss assessment results and suggests appropriate modifications to improve learning. |
| 2. Analyze human biological specimens according to established protocol for accuracy and precision for each scientific discipline within the clinical laboratory. | 1. Satisfactory performance on Set I of Practicum Evaluation (items 1-4)  
2. Alumni/employer surveys conducted by the Department six months after graduation.  
3. University survey of graduating seniors. | Individual practicum evaluations/surveys sent to the Department Chair, compiled by the Office Assistant, and then aggregated across all graduating seniors. The information is shared with the faculty and the advisory committee on an annual basis and stored for reporting to the accrediting agency on a 7-year cycle.  
The advisory committee meets twice per year to review assessment results and suggests appropriate actions to improve learning. |
| 3. Effectively communicate the results of scientific analysis to professional colleagues. | 1. Satisfactory performance (≥70%) on oral presentation of senior project.  
2. Satisfactory performance (≥70%) on poster presentation of senior project. | 1. Oral presentation evaluated by multiple faculty using a presentation rubric.  
2. Poster presentation evaluated by faculty member using a poster presentation rubric.  
3. Employer survey about new employee’s communication abilities conducted by the Department six months after graduation. | Scores on oral and poster presentations are reviewed by department faculty annually to determine if changes are needed in teaching professional communication to students.  
Individual employer surveys sent to the Department Chair, compiled by the Office Assistant, and then aggregated across all graduating seniors. The information is shared with the faculty and the advisory committee on an annual basis and stored for reporting to the accrediting agency on a 7-year cycle.  
The advisory committee meets twice per year to review assessment results and suggests appropriate actions to improve learning. |

| 4. Exhibit values consistent with ethical clinical laboratory science practice. | 1. Satisfactory performance on Set I of Practicum Evaluation (items 3-7)  
2. Alumni/employer surveys conducted by the Department six months after graduation. | Individual practicum evaluations/surveys sent to the Department Chair are compiled by the Office Assistant, and then aggregated across all graduating seniors. The information is shared with the faculty and the advisory committee on an annual basis and stored for reporting to the accrediting agency on a 7-year cycle.  
The advisory committee meets twice per year to review and discuss assessment results and suggests appropriate modifications to improve learning. |