

ASSESSMENT WEBSITE INFORMATION

College: Nursing

Degree Program: Clinical Laboratory Science

Chair/Director: Stacy Walz

2012 Report

DATA SAY:

Our clinical preceptors and external advisory board members said that CLS students needed more introduction to automation in the laboratory prior to embarking on clinical rotations.

SO WHAT:

The clinical rotation is meant to be more for hands-on training and less on didactic/theory. If our clinical preceptors perceive that our students are not well-prepared for rotations, we as a department need to modify our on-campus training to address that gap.

HOW WE CHANGED:

Our department acquired additional space and resources specific to automation/instrumentation and incorporated related learning modules in campus classes.

WHAT WE GOT:

Increased satisfaction among clinical preceptors with our students' preparedness in automation and instruments, as measured by formal and informal communication between our clinical coordinator and the preceptors, and by student technical evaluations.



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2013 Report

DATA SAY:

Application cycles prior to 2011 were not well-maintained or documented.

SO WHAT:

Better admission criteria and procedures need to be established. The assumption is that if students have the solid scientific base on which to build and the genuine interest in pursuing CLS, they will do better in classes and will not leave the program (for academic reasons or otherwise).

HOW WE CHANGED:

We modified the CLS program application to require 2 standardized recommendation forms from each applicant, and applicants must complete key pre-requisite coursework (such as general chemistry, anatomy & physiology, microbiology) prior to starting professional program. The recommendation letters were desired to get a sense of the student's work ethic and desire to work in this field. The completion of pre-requisite coursework prior to starting the CLS professional program was necessary so we did not have to spend so much time reviewing basic chemistry and biology concepts, and so the incoming students would have a sound scientific base on which to build.

WHAT WE GOT:

Assessment of this change didn't begin until the 2011-2012 school year. In 2011, 25 students were admitted to the program (7 AAS, 18 BS). Three (1 AAS, 2 BS) left the program before the first school year was over, 1 for non-academic, 2 for academic reasons. In 2012, 30 students were admitted (7 AAS, 23 BS). At the end of the fall 2012 semester, 1 BS student left for non-academic reasons, and 1 AAS student left for academic reasons. It is a little too soon to tell if this change has truly improved student academic performance and retention based upon the main measures. However, the faculty do believe the students admitted in 2011 and 2012 are of higher caliber academically and in their work ethic, based upon personal interactions in the classroom and lab.



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DATA SAY:

Students seemed unclear about the expectations regarding professionalism, and did not take the expectations seriously because we were not formal about the assessment. Many stories were shared about absenteeism, poor attitude, unsafe laboratory practices, inappropriate interpersonal communication, etc., and these behaviors needed to cease. We also note frequency of safety violations, handing in work late, inappropriate communication (written or verbal), not following directions, etc., many of which are also adaptable to the on-line courses.

SO WHAT:

Assessment of professionalism/affective domain is required by NAACLS, and was not formally and/or consistently a graded component in ASU-CLS classes prior to 2011.

HOW WE CHANGED:

A 10% professionalism/affective domain component will be added to the grading of all CLS courses uniformly, whether it be a traditional class, on-line class, or clinical practicum. The expectations will be introduced during new student orientation, and specified on each course syllabus. Attendance and punctuality in classes and laboratory sessions are the primary objective measure used to assess professionalism.

WHAT WE GOT:

Although there were still occasional absences, late arrivals, safety violations, etc. each semester, because the faculty were all on the same page and consistent in their assessment of students and the students were made aware multiple times of the expectations we had of them, the frequency of these unprofessional behaviors was decreased as compared to previous years.

It is likely impossible to reach a zero absences, zero violations level year after year. The faculty are thrilled at the reduction we've seen in unprofessional student behaviors. We will continue to be consistent with our assessments of professionalism and with clearly outlining our expectations to the students.

