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| **Health Careers: Clinical Lab Assistant** **2022-2023 Assessment Report** |
| **Assessment Reporting Form:** This report is to show that academic assessment is occurring and that the results are being used to make changes to improve student learning. The assessment being reported could be for Program Learning Outcomes (PLOs), Measurable Student Level Outcome (MSLOs), and/or Course Common Student Learning Outcomes (CSLOs). Each program should be assessing and gathering data for at least **two** PLOs OR **two** MSLOs that contain CSLOs each year. On the Baseline Assessment Reporting Form, please record the baseline for the percentage of students proficient in the student learning outcome(s) assessed and identify improvements made to increase that percentage. Later, you will complete a follow-up assessment (recorded on a Follow-Up Assessment Reporting Form) to ascertain whether the adopted improvements resulted in an increased percentage of students proficient in the assessed learning outcome(s).  |
| **Course or Program Assessment Details Due Oct. 20, 2022** |
| **1. Program name or course name and number**: Clinical Laboratory Assistant  |
| **2. Division in which the program or course is located**:Allied Health |
| **3. Date form completed**:10/06/2022 |
| **4. Name of person completing report**:Nancy Juarez |
| **5. Semester and year in which the assessment was conducted**:Fall 2022 |
| **6. Number of student participants**:21 |
| **7. Number of faculty/staff participants**:2 |
| **8. What PLOs and/or MSLOs and CSLOs did you assess for this baseline assessment? (For clarity, please label each measure listed as a PLO, MSLO, or CSLO.)**1. **What PLOs and/or MSLOs and CSLOs are you going to assess this year?**
* **CAC.CSLO.02:** Integrative Knowledge. Identify, comprehend, apply, and synthesize facts, concepts, theories, and practices across broad and specialized knowledge areas.
* **CAC.CLSO.03:** Personal and Professional Skills—Demonstrate skills which enhance personal and professional development.
* **CAC.CSLO.04:** Reasoning Skills. Inquire and analyze to solve problems, draw logical conclusions, or create innovative ideas.
* **CLA169 &CLA170.MSLO. 3.1:** (Application Level) Demonstrate accepted practices for infection control, isolation techniques, aseptic techniques, and methods for disease prevention.
* **CLA169 & CLA170.MSLO 3.2.1** (Application Level) Observe the OSHA Bloodborne Pathogens Standard and Needle Safety Precaution Act.
* **CLA169 & CLA170.MSLO.6.2:** (Synthesis Level) Recognize and report contamination and/or deterioration in reagents, standards, and controls.
* **CLA169 & CLA170.MSLO.08:** (Application Level) Apply critical reading/thinking strategies to evaluate evidence used to support specific claims.
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| **9. Describe the assessment method used and the criteria for successful achievement of student learning outcomes. (e.g., rubrics, licensing exam, internship, portfolio, exam, quiz, research paper, performance exam, EAC, etc.)****Critical Thinking/Bloodborne and Airborne Pathogens Exam: This is a twenty-question exam administered through Blackboard by the Instructor of CLA courses.** The CSLOs and MSLOs are aligned to each question in reporting personal and professional skills used in the program review assessments. Blackboard quizzes are in all portions of the Clinical Laboratory Assistant Program for each semester taught. |
| **Course or Program Assessment Results & Evaluation Due December 11, 2022** |
| **10. What percentage of the participating students were proficient in the PLOs, MSLOs or CSLOs?  What was determined as proficient? (For example, a student must answer 70% of the questions correctly to be considered proficient.)**1. **CAC.CSLO.02:** Proficient - 95% - Not Proficient - 4%
2. **CAC.CLSO.03:** Proficient – 95% - Not Proficient - 2%
3. **CAC.CSLO.04:** Proficient - 94% - Not Proficient - 3%
4. **CLA169 &CLA170.MSLO.3.1:** Proficient - 97% - Not Proficient - 3%
5. **CLA169 & CLA170.MSLO.3.2.1:** Proficient – 98% - Not Proficient - 2%
6. **CLA169 & CLA170.MSLO.6.2:** Proficient - 96% - Not Proficient - 2%
7. **CLA169 & CLA170.MSLO.08:** Proficient – 92% - Not Proficient – 3%

\*All students were in a high percentile in being proficient in each of the CSLO’s and MSLO’s.\*The Mean Score overall was 88%. |
| **11. What changes/improvements were made or will be made in response to the assessment process's outcomes?**1. All tests are directed at providing accurate information material that aligns with MSLO’s.
2. Add a Bloodborne and Airborne Pathogen video resource into Blackboard learning for more direction.
3. Increase the Proficiency to 100% from 98%.
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| ***Feel free to attach your PLOs OR MSLOs and CSLOs and indicate which were assessed*****Clinical Laboratory Assistant Assessment Report Data**06/02/2021 - 08/05/2022

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| **Courses Included** |
| **Course** | **Instructor** | **Enrollment** | **Responses** | **Percent** |
| CLA155 – Intro to Phlebotomy (Summer 2021, Section 21SU4950, (F to F)  | Juarez, Nancy | 24 | 22 | 93 |
| CLA255 – Phlebotomy Practicum (Summer 2021, Section 21SU4951, ONL Online)  | Juarez, Nancy | 24 | 22 | 93 |
| CLA169 - CLAI (Fall 2021, (F to F) (21FA4953-Juarez) |  Juarez, Nancy | 15 | 11 | 80 |
| CLA170 - CLAII (Spring 2021, Section 21SP3780, (F to F)  | Juarez, Nancy | 15 | 11 | 80 |
| CLA175 – CLA Practicum (Spring 2021, Section 21SP3784, ONL Online)  | Juarez, Nancy | 15 | 11 | 80 |
| CLA155 – Intro to Phlebotomy (Summer 2022, Section 22SU7416, M-W 3 p-10p) F to F | Juarez, Nancy | 24 | 21 | 90 |

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| **Summary Statistics** |
| Scored Responses 80 | Actual Item Scores 200 | Mean Score 9.3 |
| Scorable Questions 20 | Highest Score 20 | Median Score 15 |
| Possible Item Scores 200 | Lowest Score 10 |   |
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| **Item Analysis** |
| **No.** | **Title** | **Question** | **P-Value** | **Point average** |
| 1 |  | The OSHA Bloodborne Standard requires training for appropriate employees every? | 10 | 200 |
| 2 |  | The OSHA Bloodborne Standard covers? | 10 | 190 |
| 3 |  | OPIM refers to?  | 10 | 180 |
| 4 |  | Human body fluids that may contain bloodborne pathogens?  | 10 | 170 |
| 5 |  | HBV infection be caused? | 10 | 160 |
| 6 |  | The OSHA Bloodborne Standard requires that? | 10 | 150 |
| 7 |  | HCV can be transmitted by? | 10 | 140 |
| 8 |  | Can you help prevent HIV transmission with? | 10 | 130 |
| 9 |  | Eye wash stations are an example of?  | 10 | 120 |
| 10 |  | Biohazard warning labels must be prominently displayed on.  | 10 | 110 |
| 11 |  | Proper handwashing techniques included? | 10 | 100 |
| 12 |  | An example of an effective disinfectant is? | 10 | 90 |
| 13 |  | After use, dispose of contaminated medical exam gloves in? | 10 | 80 |
| 14 |  | When should you follow universal precautions? | 10 | 70 |
| 15 |  | If blood from a victim receiving first aid splashes in your eye, you should first? | 10 | 60 |
| 16 |  | If blood from a victim receiving first aid splashes in your eye, is your employer required to? | 10 | 50 |
| 17 |  | An employer’s Exposure Control Plan is required too.  | 10 | 40 |
| 18 |  | The signs and symptoms of TB disease include? | 10 | 30 |
| 19 |  | Is TB disease treated with? | 10 | 20 |
| 20 |  | Can flu infection be prevented through? | 10 | 10 |

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| **Goals Summary** |
| **Goals** | **Scored** | **Avg** | **Threshold** | **Percent Met** | **# Qs** | **% Qs** |
| CAC.CSLO.02\_Integrative Knowledge | 200 | 0.95 | 10 | 95 | 20 | 200 |
| CAC.CSLO.03\_\_Personal and Professional Skills | 200 | 0.95 | 10 | 95 | 20 | 200 |
| CAC.CSLO.04: Reasoning Skills.  | 200 | 0.94 | 10 | 94 | 20 | 200 |
| CLA169 & CLA170.MSLO.3.1: Application level demonstrate accepted practices. | 200 | 0.97 | 10 | 97 | 20 | 200 |
| CLA169 &CLA170.MSLO 3.2.1 Application level observe the OSHA Bloodborne Pathogens Standard and Needle Safety Precaution Act.  | 200 | 0.98 | 10 | 98 | 20 | 200 |
| CLA169 & CLA170.MSLO. 6.2: Synthesis level recognizes and reports contamination and/or deterioration in reagents, standards, and controls.  | 200 | 0.96 | 10 | 96 | 20 | 200 |
| CLA169 & CLA170.MSLO.08: Application level apply critical reading/thinking strategies. | 200 | 0.92 | 10 | 92 | 20 | 200 |

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| **Feedback Rubric** |
| **Category** | **1 - Developing** | **2 – Satisfactory** | **3 - Exemplary** | **Score** | **Feedback** |
| **Outcomes Identified** | Outcomes to be assessed were not clear | Outcomes to be assessed were identified but were not aligned to CSLOs | PLOs or MSLOs to be assessed were identified and aligned with CSLOs |  |  |
| **Scope of Assessment** | The assessment was given by only one faculty member and/or to one class | The assessment was given by a few faculty members to several classes, but it was not district-wide | The assessment was given district-wide by all faculty teaching the course. |  |  |
| **Quality of Assessment** | The assessment did not have articulated criteria for assessment of knowledge, skills, and attitudes (e.g., rubrics, exemplary work). | The assessment articulated criteria for assessment of knowledge, skills, and attitudes (e.g., rubrics, exemplary work). | The assessment clearly articulated criteria for assessment of knowledge, skills, and attitudes (e.g., rubrics, exemplary work). |  |  |
| **Interpreting Results** | Data of assessment results was not provided. | Data of assessment results was provided and there was evidence that the results were analyzed | Data of assessment results was provided and there was evidence that the results were analyzed in depth |  |  |
| **Reflection and Future Action** | Reflection of the results of the assessment was not apparent and no changes and/or improvements based on them were identified. | Reflection of the results of the assessment was clear and one change and/or improvements based on them was identified. | The reflection of the results of the assessment was clear and several changes and/or improvements based on them were identified. |  |  |
| **Additional Comments:** Excellent job completing the form, identifying the MSLOs, CSLOs, interpreting the data, and making plans to enhance instruction and to increase the proficiency goal. I will look forward to seeing your Follow-Up Assessment form after the changes are made. Way to go! For question #3, what was proficient. On EAC, the proficiency level needs to be set or it defaults to 60% or 70% of students answering it correctly is proficient. If your goal is that 80% of the students must answer the question correctly to be proficient, then it needs to be set manually to that. I can help you check that if you would like.  |



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| **Course or Program Assessment Details Due May 30, 2023** |
| **1. Program name or course name and number**: CLA155, CLA255, CLA169, CLA170, CLA175 |
| **2. Division in which the program or course is located**:Allied Health |
| **2. Date form completed**:**02/05/2024** |
| **3. Name of person completing report**: Nancy Juarez |
| **4. Semester and year in which the assessment was conducted**:Fall 2023 |
| **5. Number of student participants**:26 |
| **6. Number of faculty/staff participants**:1 |
| * **7. What PLOs and/or MSLOs and CSLOs did you assess for this baseline assessment? (For clarity, please label each measure listed as a** **PLO,** **MSLO, or** **CSLO.) CAC.CSLO.02:** Integrative Knowledge. Identify, comprehend, apply, and synthesize facts, concepts, theories, and practices across broad and specialized knowledge areas.
* **CAC.CLSO.03:** Personal and Professional Skills—Demonstrate skills which enhance personal and professional development.
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| **8. Describe the assessment method used and the criteria for successful achievement of student learning outcomes. (e.g., rubrics, licensing exam, internship, portfolio, exam, quiz, research paper, performance exam, EAC, etc.) Exams, Internship quizzes, research papers and performance of Phlebotomy skills and Point of Care testing.** |
| **9. What percentage of the participating students were proficient in the PLOs, MSLOs or CSLOs?  What percentage of correct answers was determined as proficient? (For example, a student must answer 70% of the questions correctly to be considered proficient.) 92% proficient** |
| **10. What changes/improvements were made or will be made in response to the assessment process's outcomes?**Did a curriculum change taking out CIS120 adding on COM100 or higher. To help the students become better communicators is more of a priority in the medical field in dealing with physicians, nurses, and other ancillary departments. |
| **Additional Comments or feedback on the Assessment Process (Optional):** |