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| **Health Careers: Medical Lab Tech**  **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 who are proficient in the student learning outcome(s) assessed and identify improvements that will be 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. 13, 2022** |
| **1. Program name or course name and number**:  MLT 220 Hematology and Hemostasis |
| **2. Division in which the program or course is located**:  Health Careers Division |
| **3. Date form completed**:  09/27/22 |
| **4. Name of person completing report**:  Jennifer Bishop |
| **5. Semester and year in which the assessment was conducted**:  Fall 2022 |
| **6. Number of student participants**:  11 |
| **7. Number of faculty/staff participants**:  One |
| **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.)**  Hematology Learning Outcomes:   1.0 (Application Level) Use common clinical hematology/hemostasis terminology as it relates to the point-of-care or clinical laboratory environment with 90% accuracy. (CSLO 1,2)   2.0 (Application Level) Prepare, store, and dispose of specimens for hematology/hemostasis analysis according to standard operating procedures. (CSLO 2)   3.0 (Evaluation Level) Decide suitability of specimens for hematology/hemostasis procedures according to: the test requested, appropriate patient preparation/method of collection, time of collection/processing, storage, hemolysis/lipemia and interfering substances per standard operating procedures. (CSLO 2,4)   4.0 (Application Level) Prepare reagents, standards, and controls for hematology/hemostasis tests according to manufacturers and laboratory procedures. (CSLO 2)   5.0 (Application Level) Prepare and stain slides for further analysis following laboratory procedures. (CSLO 2)   6.0 (Evaluation Level) Interpret technical testing errors for each test performed using instruments, manufacturers, and laboratory references with 90% accuracy. (CSLO 2,3,4)   7.0 (Application Level) Report results of procedures using pre-determined criteria with 90% accuracy. (CSLO 2,4)   8.0 (Application Level) Demonstrate established quality control procedures specific to hematology/hemostasis tests, including maintenance and instrument calibration following established laboratory and instrument manufacturer’s procedures. (CSLO 2)   9.0 (Application Level) Establish inventory control and supplies for hematology/hemostasis tests using established laboratory criteria. (CSLO 2) |
| **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.)**  Students are given a pretest at the beginning of the semester and the same test again at the end of the semester, to access learning. |
| **Course or Program Assessment Results & Evaluation Due December 10, 2022** |
| **10. 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.)**  All students except for one scored higher on the post exam. The average increase for the class was 22% from the pretest to the post test. |
| **11. What changes/improvements were made or will be made in response to the outcomes of the assessment process?**  I used the material from the previous director/professor. I did not like the material presented in the book and will be looking to change books moving forward. |
| ***Feel free to attach your PLOs OR MSLOs and CSLOs and indicate which were assessed*** |

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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 somewhat 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). |  | **You stated that a pre-test was given. Can you give more information such as: Was it given on Blackboard? How many questions? Was it multiple choice or short answer or both? Do the questions come from a licensure or certification exam?** |
| **Interpreting Results** | Data of assessment results was not provided. | Data of assessment results was provided and there was evidence that the results were somewhat analyzed | Data of assessment results was provided and there was evidence that the results were analyzed in depth |  | **When looking at the exam results, were there certain questions that were commonly missed? If so, was instruction added to address learning gaps?** |
| **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 somewhat clear and one change and/or improvements based on them was identified. | A reflection of the results of the assessment was clear and several changes and/or improvements based on them were identified. |  | **Beyond using a different textbook, will other instruction be enhanced?** |
| **Additional Comments:**  You combined the pre-test and post-test on the Baseline Reporting Form. Can you address the pre-test on the Baseline Reporting Form and the Post Test on the Follow Up Reporting Form? Can a bit more analysis be given to the assessment results and modifications or enhancements to instruction? | | | | | |



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| **Course or Program Assessment Details Due May 18, 2023** |
| **1. Program name or course name and number**:  MLT 220 Hematology and Hemostasis |
| **2. Division in which the program or course is located**:  Allied Health |
| **2. Date form completed**:  **7/31/2023** |
| **3. Name of person completing report**:  Jennifer Bishop |
| **4. Semester and year in which the assessment was conducted**:  Fall 2022 |
| **5. Number of student participants**:  10 |
| **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.)**  **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.)**  Hematology Learning Outcomes:   1.0 (Application Level) Use common clinical hematology/hemostasis terminology as it relates to the point-of-care or clinical laboratory environment with 90% accuracy. (CSLO 1,2)   2.0 (Application Level) Prepare, store, and dispose of specimens for hematology/hemostasis analysis according to standard operating procedures. (CSLO 2)   3.0 (Evaluation Level) Decide suitability of specimens for hematology/hemostasis procedures according to: the test requested, appropriate patient preparation/method of collection, time of collection/processing, storage, hemolysis/lipemia and interfering substances per standard operating procedures. (CSLO 2,4)   4.0 (Application Level) Prepare reagents, standards, and controls for hematology/hemostasis tests according to manufacturers and laboratory procedures. (CSLO 2)   5.0 (Application Level) Prepare and stain slides for further analysis following laboratory procedures. (CSLO 2)   6.0 (Evaluation Level) Interpret technical testing errors for each test performed using instruments, manufacturers, and laboratory references with 90% accuracy. (CSLO 2,3,4)   7.0 (Application Level) Report results of procedures using pre-determined criteria with 90% accuracy. (CSLO 2,4)   8.0 (Application Level) Demonstrate established quality control procedures specific to hematology/hemostasis tests, including maintenance and instrument calibration following established laboratory and instrument manufacturer’s procedures. (CSLO 2)   9.0 (Application Level) Establish inventory control and supplies for hematology/hemostasis tests using established laboratory criteria. (CSLO 2) |
| **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.)**  Students were given the exact same exam pre/posttest. The test was built utilizing extra questions from the textbook publisher. |
| **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.)**  The students struggled with vocabulary and case study questions, when looking at a question-by-question analysis. From the pretest to the posttest the mean went from 49% to 61%. The median test score on the pretest was 52% and the posttest was 62%. While both showed an increase the results are still not at the goal of 80% for proficiency. |
| **10. What changes/improvements were made or will be made in response to the outcomes of the assessment process?**  Moving forward, the pre and posttests will be based on certification exam questions. Additional changes to the classes will include, change of textbook for more appropriate material. The students will also be given more frequent vocabulary assessments throughout the semester. Case study discussions in the LMS and in classroom will be used more often to engage the students and allow them to have an authentic assessment in which they can use critical thinking and problem-solving skills in a real-world application. |
| **Additional Comments or feedback on the Assessment Process (Optional):**  **The follow up assessment will not occur until Fall semester 2024. The class is taught every two years.** |