Arapahoe Community College

2013-2014 Medical Laboratory Technology Assessment Plan Data

Discipline Outcome

Comprehensive exams: Exhibit theoretical comprehension and competence in all MLT courses by passing the comprehensive exams administered at ACC. This will be assessed using the MLT Program Comprehensive Exams scores.

Measure 1 Type:
Direct

Scores and pass rates on a standardized test

Measure 1 Description:
Outcome #1 will be assessed by evaluating the students’ scores on the corresponding MLT Comprehensive Exams. Each student takes these 3 exams at the end of the MLT program.

Measure 1 Sample Size:

Measure 1 Benchmark

1) Describe the benchmark for this measure.
To assess outcome #1, 100% of the students will be required to pass the MLT Comprehensive Exams with a minimum score of 65%.

2) What is the rationale for choosing this benchmark?
The comprehensive exams must be passed with a 65% or better before the student takes the national board exam.

Measure 2 Type:
Please select

Measure 2 Description:

Measure 2 Sample Size:

Measure 2 Benchmark

1) Describe the benchmark for this measure.

2) What is the rationale for choosing this benchmark?

Outcomes Met/not met
Met benchmark

Measure 1 Results:
Charts showing the exam scores for each MLT comprehensive exam are attached. See Charts 1-3. All MLT students successfully met the benchmark of passing the respective MLT Comprehensive exams with an acceptable score of 65% or greater. 20 students were represented in this data.

Measure 2 Results:

MLT Program Assessment Report Charts_2013.docx

1) How did unit/department performance compare to the benchmark?
The department rates the student performance on the comprehensive exams as meeting the benchmark. All students successfully passed the 3 comprehensive exams. This indicator for the Medical Laboratory Technology program is accessed yearly.

2) How does the data compare to the previous year, if applicable?
The data was very similar to last year's data.

3) If multiple measures were used, how do they compare to each other?
N/A

1) Based on the findings, how does the unit/department rate performance in regards to this outcome (strong – exceeds benchmark, neutral – meets benchmark, or weak – misses benchmark)?
Met benchmark

2) How does this assessment affect plans for this coming year in terms of strategic planning, budget planning, administrative and educational support unit planning, and assessment planning?
N/A

**Further Action:**
Further Action Unnecessary

**Describe the action plan:**
N/A

**Person/ Group responsible for action**
N/A

**Target Date for implementation of the action**

**Priority**
Low

**Describe any additional resources needed (Leave blank if no additional resources are needed.)**
 Discipline Outcome
National board exams: Exhibit theoretical comprehension and competence in all MLT courses by passing the ASCP (American Society for Clinical Pathology) national certification exam. This will be assessed using and the ASCP National Certification Exam scores.

Measure 1 Type:
Direct

Scores and pass rates on a standardized test

Measure 1 Description:
To assess this measure, 100% of the students will be required to pass the National Certification Exam (ASCP-BOC) with a minimum score of 400 points or 70%. This will be assessed by evaluating the students’ scores on the National Certification Exam (ASCP-BOC) overall and sectional scores. Each MLT student takes the ASCP-BOC exam after taking and passing the MLT Comprehensive Exams at ACC.

Measure 1 Sample Size:
20

Measure 1 Benchmark

1) Describe the benchmark for this measure.
100% of the students will be required to pass the National Certification Exam (ASCP-BOC) with a minimum score of 400 points or 70%.

2) What is the rationale for choosing this benchmark?
The ASCP-BOC exam is the single best indicator for the Medical Laboratory Technology program and it is accessed yearly.

Measure 2 Type:

Please select

Measure 2 Description:

Measure 2 Sample Size:
Measure 2 Benchmark

1) Describe the benchmark for this measure.

2) What is the rationale for choosing this benchmark?

Outcomes Met/not met
Met benchmark

Measure 1 Results:
Charts showing the exam scores for the ASCP National Board Exam as well as exam scores comparing MLT students to the national average are attached. See charts 4 – 5 in the attachment.

From the 20 MLT students who took the ASCP exam in this timeframe, 19 students passed the ASCP National Certification exam with a score of 400 or higher. One student received a 392 on this exam on the 1st attempt. On the 2nd attempt, a 598 was achieved.

The ASCP National Certification Exam scores are also provided by each individual discipline or section. The MLT student scores for each section were averaged and compared with the national average score in the corresponding section. The ACC MLT students maintained an average score that met or exceeded the national average in every discipline except Immunology. This area will be accessed more specifically next year.

Measure 2 Results:

MLT Program Assessment Report Charts_2013.docx

1) How did unit/department performance compare to the benchmark?

A 100% pass rate on the ASCP-BOC exam (1st attempt) was not achieved. However, the department rates the student performance on the ASCP exam as strong. The student who did not pass on the 1st attempt did pass on the 2nd attempt.

The ACC MLT students maintained an average score that met or exceeded the national average in every
discipline except Immunology which will be accessed more in detail next year.

2) How does the data compare to the previous year, if applicable?
Last year, all MLT students passed the ASCP-BOC exam on the 1st attempt.

3) If multiple measures were used, how do they compare to each other?
N/A

1) Based on the findings, how does the unit/department rate performance in regards to this outcome (strong – exceeds benchmark, neutral – meets benchmark, or weak – misses benchmark)?
Met benchmark

2) How does this assessment affect plans for this coming year in terms of strategic planning, budget planning, administrative and educational support unit planning, and assessment planning?
N/A

Further Action:
Further Action Unnecessary

Describe the action plan:
N/A

Person/ Group responsible for action
N/A

Target Date for implementation of the action

Priority
Low

Describe any additional resources needed (Leave blank if no additional resources are needed.)
Discipline Outcome

Class-specific competencies: Demonstrate entry-level MLT skills in the following clinical laboratory areas: Blood Bank, Chemistry, Hematology, Immunology, Microbiology, Urinalysis/Body Fluids, and Laboratory Operations. This will be assessed using the national certification ASCP exam scores in each category. Blood Bank was assessed last year and will be again this year along with Chemistry. Each category is also further broken down into 2-4 subcategories that will be assessed individually.

Measure 1 Type:

Direct

Scores and pass rates on a standardized test

Measure 1 Description:

This outcome will be assessed utilizing the MLT student’s scores in the Blood Bank discipline category of the ASCP exam. This category is further broken down into 4 subcategories – ABO/Rh, Antibody screen and identification, Cross match and special tests, and Blood donation, transfusion therapy, transfusion reactions and HDN.

This outcome will be assessed utilizing the MLT student’s scores in the Chemistry discipline category of the ASCP exam. This category is further broken down into 4 subcategories – Carbohydrate/Acid base/Electrolyte, Proteins, Enzymes/Lipids/Lipoproteins, and Special Chemistry.

Measure 1 Sample Size:

Measure 1 Benchmark

1) Describe the benchmark for this measure.

100% of the students will be required pass the ASCP exam subsection in Blood Bank and Chemistry with a minimum score of 400 points.

2) What is the rationale for choosing this benchmark?

All students need to pass the ASCP-BOC exam in order to practice Medical Laboratory Technology.

Measure 2 Type:
<table>
<thead>
<tr>
<th>Please select</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Measure 2 Description:</strong></td>
</tr>
<tr>
<td><strong>Measure 2 Sample Size:</strong></td>
</tr>
<tr>
<td><strong>Measure 2 Benchmark</strong></td>
</tr>
</tbody>
</table>

1) Describe the benchmark for this measure.

2) What is the rationale for choosing this benchmark?

**Outcomes Met/not met**
Met benchmark

**Measure 1 Results:**
A chart showing the success rate for the Blood Bank discipline is show in chart 6 attached.

100% of the students (n=20) passed the Blood Bank discipline by a score of 400 points or more. The MLT program score was higher than the national average in each section except “Crossmatch/Special Tests”.

**Measure 2 Results:**
A chart showing the success rate for the Blood Bank discipline is show in chart 7 attached.

100% of the students (n=20) passed the Chemistry discipline by a score of 400 points or more. The MLT program was higher than the national average in each section except “Special Chemistry”.

MLT Program Assessment Report Charts_2013.docx

1) How did unit/department performance compare to the benchmark?
The MLT department met the benchmark of 100% of the students achieving passing scores on the ASCP-BOC exam.

2) How does the data compare to the previous year, if applicable?
The data is similar to the previous year.

3) If multiple measures were used, how do they compare to each other?
N/A

1) Based on the findings, how does the unit/department rate performance in regards to this outcome (strong – exceeds benchmark, neutral – meets benchmark, or weak – misses benchmark)?
Met benchmark

2) How does this assessment affect plans for this coming year in terms of strategic planning, budget planning, administrative and educational support unit planning, and assessment planning?
N/A

Further Action:
Further Action Unnecessary

Describe the action plan:
N/A

Person/ Group responsible for action
Jennifer Kroetch

Target Date for implementation of the action

Priority
Low

Describe any additional resources needed (Leave blank if no additional resources are needed.)
Discipline Outcome

Communication: A collaborative learning project will be assigned in MLT 241 – Clinical Chemistry to assess student collaboration and communication.

Measure 1 Type:
Direct
Rubric-graded report

Measure 1 Description:
A collaborative learning project will be assigned in MLT 241 – Clinical Chemistry to assess student collaboration and communication. Google Docs has a “revision history” function so the instructor can assess how much work each partner put forth in the project. The work was then rubric-graded.

Measure 1 Sample Size:
24

Measure 1 Benchmark

1) Describe the benchmark for this measure.
100% of students must pass the assignment with a 75% or better on the project. The project was completed utilizing Google Docs.

2) What is the rationale for choosing this benchmark?

Measure 2 Type:

Please select

Measure 2 Description:

Measure 2 Sample Size:

Measure 2 Benchmark
1) Describe the benchmark for this measure.

2) What is the rationale for choosing this benchmark?

Outcomes Met/not met
Met benchmark

Measure 1 Results:
100% of the students in the class (n=25) passed the assignment with a 75% or better.

Measure 2 Results:

1) How did unit/department performance compare to the benchmark?
The benchmark was met since all students completed and passed the assignment. The department rates student performance as neutral since they all met the benchmark.

2) How does the data compare to the previous year, if applicable?
The data is similar to the previous year's data. Communication and Collaboration are being effectively taught utilizing Google Docs.

3) If multiple measures were used, how do they compare to each other?
N/A

1) Based on the findings, how does the unit/department rate performance in regards to this outcome (strong – exceeds benchmark, neutral – meets benchmark, or weak – misses benchmark)?
Met benchmark

2) How does this assessment affect plans for this coming year in terms of strategic planning, budget planning, administrative and educational
support unit planning, and assessment planning?
N/A

Further Action:
Further Action Unnecessary

Describe the action plan:
N/A

Person/ Group responsible for action
Jennifer Kroetch

Target Date for implementation of the action

Priority
Low

Describe any additional resources needed (Leave blank if no additional resources are needed.)