Discipline Outcome

Exhibit theoretical comprehension and competence in the Microbiology section of the ASCP-BOC exam.

Assessment Author(s)
Jennifer Kroetch

Measure 1 Type:
Direct

Scores and pass rates on a standardized test

Measure 1 Description:
This section (Microbiology) of the ASCP-BOC exam will be assessed for a period of 3 years.

Measure 1 Sample Size:
29

1) Describe the benchmark for this measure.
100% of MLT students will be required to pass with a minimum score of 70%.

2) What is the rationale for choosing this benchmark?
The national exam (ASCP-BOC) MLT exam requires a score of 70% or better to become a nationally certified MLT.

This discipline outcome was
Met benchmark

Measure 1 Results:
All MLT students passed the Microbiology section of the ASCP-BOC with a score of 70% or better. Average scores are shown in the graph below. ACC student were above the national average in 3 of the 4 areas in Microbiology.

1) How did unit/department performance compare to the benchmark?
   The MLT department met the benchmark.

2) How does the data compare to the previous year, if applicable?
   This data will be assessed in Microbiology for 3 years. This is the 1st 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?
   The MLT program will use data from the ASCP - BOC exam to assess student learning in each area of laboratory medicine. Each area will be assessed for a minimum of 3 years.

3) How will your assessment results enable you to improve institutional processes or academic instruction in order to support, facilitate and/or stimulate student learning?
   As program director, I will work with instructors to ensure that the same competencies are being taught in the classroom as are assessed on the national exam. Students need to pass the national exam in order to be employed as an MLT.

Further Action:
   Further Action Unnecessary
Describe the action plan:
N/A

Person/ Group responsible for action
N/A

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

Discipline Outcome

Exhibit theoretical comprehension and competence in the Immunohematology section of the ASCP-BOC exam.

Assessment Author(s)
Jennifer Kroetch

Measure 1 Type:
Direct

Scores and pass rates on a standardized test

Measure 1 Description:
This section (Immunohematology) of the ASCP-BOC exam will be assessed for a period of 3 years.

1) Describe the benchmark for this measure.
100% of MLT students will be required to pass with a minimum score of 70%.

2) What is the rationale for choosing this benchmark?
The national exam (ASCP-BOC) MLT exam requires a score of 70% or better to become a nationally certified MLT.

This discipline outcome was
Met benchmark

Measure 1 Results:
29 students took the ASCP-BOC exam in the year 2016. The program's national average in each area is shown in the graph:

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

2) How does the data compare to the previous year, if applicable?
It is similar. Although the department met the benchmark, the MLT program strives to be above the national average in all areas. Of the 4 subareas of Immunohematology, the program was only above the national average in one subarea. The program will look at that content more specifically to achieve higher scores next 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?
The department will assess the same areas of the ASCP-BOC exam next year for a period of 3 years total.

3) How will your assessment results enable you to improve institutional processes or academic instruction in order to support, facilitate and/or stimulate student learning?
The results allow the program to look at specific areas of the ASCP-BOC national exam to see where the program may be deficient.

Further Action:

Further Action Unnecessary

Describe the action plan:

N/A

Person/ Group responsible for action

N/A

Priority

Low

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

N/A

Learning Outcome

Communication: Construct, deliver, and engage in effective, knowledgeable communication for a variety of audiences and purposes.

Assessment Author(s)

Jennifer Kroetch

Measure 1 Type:

Direct

Rubric-graded report

Measure 1 Description:

Student communication will be assessed using a collaborative learning project in Immunohematology.

Measure 1 Sample Size:

27

1) Describe the benchmark for this measure.

100% of students should score a 75% or better on the learning project.

2) What is the rationale for choosing this benchmark?
Learning Outcome

Information Management: Identify, retrieve and synthesize information in order to think critically, reason creatively and make informed judgments.

Assessment Author(s)
Jennifer Kroetch

Measure 1 Type:
Direct

Rubric-graded report

Measure 1 Description:
A real life scenario in the MLT capstone course will be assessed.

Measure 1 Sample Size:
24

1) Describe the benchmark for this measure.
100% of students will pass the exercise with a 75% of better.

2) What is the rationale for choosing this benchmark?
All students should learn good quality communication skills in the MLT program to become effective employees.