

## PCCUA ASSESSMENT FORM

Division: Allied Health and Nursing  
Program: Medial Lab Technology  
Date: 23-24 Academic Year

### PCCUA ASSESSMENT GUIDING QUESTIONS

Please respond based on the departmental discussion of the program assessment and how those outcomes reflect what students are learning and what needs to happen to improve student learning. You may provide this in a narrative or bulleted format. However, you must respond to each question and these responses should be based on your program assessment discussions. **Please respond in red font.**

#### **Program Student Learning Outcomes**

- A. Are the intended educational (learning) outcomes for the program appropriate and assessed appropriately?  
**Yes, outcomes are based on standards set by the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS) and are assessed using accepted methods.**
- B. How are the faculty and students accomplishing the program's student learning outcomes?  
**The faculty and students accomplish program SLO's through assessment, monitoring outcomes, and establishing action plans for improvement.**
- C. How is the program meeting market/industry demands and/or preparing students for advanced study?  
**Feedback from advisory board meetings and lab manager communications provide evidence that this program is meeting the market demand by graduating students who meet entry level knowledge and skills. Other evidence includes 100% employment rates among graduates.**

- D. Do course enrollments and program graduation/completion rates justify the required resources?  
Enrollment fluctuates but graduation rates are high (95% for the last 3 years). Therefore, high graduation rates coupled with 100% employment rates, justifies the resources necessary for this program.
- E. Based on the Program SLO's how well are students learning at the course and program level? Students are graduating with entry level knowledge and skills. Based on your assessment outcomes, how do you know this? Students are meeting 4 of the 5 student learning outcomes and improvements are being seen on the outcome that has not been met.
- F. What are the changes you need to make to improve student learning?  
-more interactive lessons by using Nearpod
- G. What are the weak areas demonstrating a need for improvement?  
-application of theory
- H. What are the strengths identified through assessment?  
-correlation of clinical laboratory data to disease processes  
-compliance with laboratory safety regulations  
-demonstration of professional behavior  
-communication skills

### **Program Curriculum**

- A. Is the program curriculum appropriate to meet current and future market/industry needs and/or to prepare students for advanced study? Yes. Is that reflected in the assessment outcomes? Yes.
- B. Are program exit requirements appropriate? Yes
- C. Are students introduced to experiences within the workplace and introduced to professionals in the field? Yes, 4 week rotations in all 4 of the major departments of the clinical laboratory.
- D. Does the program promote and support interdisciplinary initiatives? Yes

- E. Does the program support the college STACC skill development expected of all PCCUA graduates? **Yes.** Explain how you know this through assessment. **Standard of achievement is met in the SLO numbers 2, 4 and 5.**
- F. Does the program provide respect and understanding for cultural diversity as evidenced in the curriculum, in program activities, in assignment of program responsibly and duties; in honors, awards and scholarship recognition; in recruitment? **Yes.**

### **Budget Requests Forms**

Are more resources needed. **Yes.** If so, has there been an effort to acquire these resources through the college budgeting process? **Yes, we are in the beginning stages to purchase a chemistry analyzer.**

What program requests did you make for the next year which are tied to needs related to assessment outcomes? **Online resources that are requested and granted through the Perkins grant.**

## Medical Laboratory Technology Program Student Learning Outcomes Assessment

Spring 2024 (Evaluating S2023 graduates)

Component	Location of Documentation	Person Responsible	Frequency/Time of Assessment	Assessment Method	Student Achievement of Standard	Action Plan for Improvement
<p><b>Student will apply knowledge of entry-level theory &amp; skills to accurately perform testing in all areas of the medical laboratory.</b></p>	MLT Office	Program Director	Annually in June	<p>Analysis of scores on Board of Certification practice exam administered to assess entry level theory in Capstone course MLS 213</p> <p>Analysis of scores on national certification exam to assess entry-level knowledge</p>	<p><b>Standard</b> 100% of students will score 55 or higher <b>Student Achievement Not Met</b> 50% (2/4)</p> <p><b>Standard</b> 75 % of students will pass the BOC exam on the first attempt <b>Student Achievement Not Met</b> 50% (1/2) The one that passed took the AMT exam, the one who failed took the ASCP exam</p>	<p>14% higher from the previous year. Continue to monitor</p> <p>Continue to use media lab and study.com in the capstone course. The 3-year rolling average is increasing so continue to monitor.</p>

				Analysis of competency check-off lists to assess skills in performing laboratory tests in Medical Laboratory Science (MLS) courses 125, 135, 202, 205 & 215	<b>Standard</b> 100% of students will perform required # of each laboratory procedure with 100% accuracy. <b>Student Achievement Met</b> 100% (4/4)	Level of achievement met Continue to monitor
<b>Students will correctly evaluate clinical laboratory data &amp; correctly relate to disease processes</b>	MLT Office	Program Director	Annually in June	Analysis of exam scores to assess factual knowledge in MLS courses 125, 135, 202, 205 & 215	<b>Standard</b> 100% of students obtain an average test score of 75 or better <b>Student Achievement</b> 100 % (4/4)	Level of achievement met Continue to monitor
<b>Students will comply with laboratory safety regulations &amp; standards</b>	MLT Office	Program Director	Annually in June	Analysis of analytic rubric to assess knowledge & compliance in MLS 223, 243, 263 & 283	<b>Standard</b> 100% of students will score 4 or better <b>Student Achievement Met</b> 100% (4/4)	Level of achievement met Continue to monitor

<p><b>Students will demonstrate the elements of professional behavior &amp; respect for diversity when interacting with patients &amp; members of the healthcare team.</b></p>	MLT Office	Program Director	Annually in June	Analysis of analytic rubric to assess knowledge & demonstrate professional behavior during clinical training in MLS 223, 243, 263 & 283	<p><b>Standard</b> 100% of students will score 4 or better <b>Student Achievement Met</b> 100 % (4/4)</p>	<p><b>Level of achievement met</b> Continue to monitor</p>
<p><b>Students will employ interpersonal communication skills in relaying laboratory test information &amp; when interacting with patients, lab personnel &amp; other health care professionals</b></p>	MLT Office	Program Director	Annually in September	Analysis of analytic rubric to assess ability to communicate in a health care setting in MLS 223, 243, 263 & 283	<p><b>Standard</b> 100% of students will score 4 or better <b>Student Achievement</b> 100 % (4/4)</p>	<p>Level of achievement met Continue to monitor</p>