



PET FORM
Planning and Evaluation Tracking
(2012-2013 Assessment Period)

Division of: **Allied Health**

Person Responsible for this Division: **Mark Rowh**

Department of: **Medical Laboratory Technology**

Person Responsible for this Form: **Jan Martin**

Remember to include the following minimum PET requirements:

- Purpose Statement
- 1 Goal/Outcome (cited) from the Strategic Plan
- 1 Goal/Outcome (cited) from No Excuses
- 1 Direct Outcome
- 1 Result
- 1 Analysis

Purpose Statement (Last update 2003: Reviewed Fall 2012): The Medical Laboratory Technology program at Amarillo College is dedicated to providing students with the academic knowledge, the technical training, and the professional skills to enable them to serve as vital members of the healthcare team, within the framework of the Medical Laboratory Technician, in order to enhance the quality of life for individuals in and beyond our service area.

Goal Statement #1:

Program Goal:

Students will be equipped with the cognitive knowledge and psychomotor skills for analysis and clinical decision-making, information management, regulatory compliance, education, and quality assurance/improvement wherever laboratory testing is researched, developed or performed.

Strategic Plan Strategy:

Assess required competencies in credit CTE course/programs, linked CE courses, and CE certification programs. (*Amarillo College Strategic Plan through 2015: Strategy 1.5*)

Achieving the Dream/No Excuses Goal(s):

V. Attainment of credentials

Outcome/Objective Statement

(Be sure to include audience, behavior, conditions, degree/benchmark, and evaluation method):

1A) Students will recall, identify, and relate knowledge gained in all areas of clinical laboratory science and critically evaluate information and case studies presented, in order to select the correct answers on a comprehensive capstone exam.

100% of graduating Sophomore students will meet or exceed a score of 70% on at least one of three final, comprehensive capstone exams, administered during the final semester of the Medical Laboratory Technology program. The exams are composed of questions covering all of the major and minor disciplines in clinical laboratory science. The questions utilize three

taxonomic levels (recall, interpretation, and problem solving), and they are derived from certification-type questions from various nationally recognized Medical Lab certification exam review texts. (*Amarillo College Strategic Plan through 2015: Task 1.5*) The student preparation for the capstone exams is designed to also prepare students for their credentialing examination. (*Achieving the Dream/No Excuses Goal(s): V. Attainment of credentials*).

1B) Students will select and perform appropriate quality control, troubleshooting, and laboratory test procedures; critically evaluate and interpret data generated, based on knowledge gained in all areas of clinical laboratory science; and report the information in the appropriate manner to the specified medical professional.

100% of the students will achieve a score of 70% or better on the Task List student evaluation instruments in all Practicum I and II rotations, during the Sophomore year of the Medical Laboratory Technology program. This instrument provides an evaluation of the essential entry-level cognitive and psychomotor aspects of Medical Laboratory Technology in a professional, medical setting. (*Amarillo College Strategic Plan through 2015: Task 1.5*). The task list includes the entry level skills required for a student to be successful in passing their credentialing exam, and ultimately, in attaining employment. (*Achieving the Dream/No Excuses Goal(s): V. Attainment of credentials*).

- Results (Provide Numbers and Percentages for Quantitative Data)
 - Class of 2012 (17 Students)
 - 1A) 2012 Final Class Average =90.2% Exam range = 36.5%-98.0%
 - One student out of seventeen did not pass after the allotted three attempts. This student passed on the 4th attempt with a score of 92.5%.
 - 1B) 2012 Task List Average = 94.3% Task List range = 70.4%-102.2%
 - Class of 2011 (21 Students)
 - 1A) 2011 Final Class Average =91.3% Exam range = 40.0%-98.0%
 - 1B) 2011 Task List Average = 91.3% Task List range = 49.0%-98.5%
 - Class of 2010 (18 Students)
 - 1A) 2010 Final Class Average = 86.4% Exam range = 70.0%-97.0%
 - 1B) 2010 Task List Average = 94.0% Task range = 75.7-100.0%

- Class of 2009 (16 Students)
 - 1A) 2009 Final Class Average = 86.2% Exam range = 77.0-96.0%
 - 1B) 2009 Task List Average = 93.6% Task range = 73.0-100.0%
- Class of 2008 (11 Students)
 - 1A) 2008 Final Class Average = 91.1% Exam range = 71.5-97.5%
 - 1B) 2008 Task List Average = 93.2% Task range = 74.6-100.0%
- Analysis
 - Provide Previous Data/Result Analysis
(Include if benchmark was met and how results relate to outcome statement):
 - 1A) **Benchmark Not Met:** 94.1%, or 16 out of 17 students, earned a score well above the target score of 70%, on either the first or second exam. Those students who chose to take the third exam did so to improve their score. However, one of the 17 students did not pass after taking all three capstone exams. After giving this student a month to study, she passed an additional capstone exam with a score of 92.5%.
 - 1B) **Benchmark Met:** All of the students achieved a score of 70.0 or more in all areas of the Task List. In addition, the overall Task List average was 3% greater than the previous year.
- Improvements
 - List any Improvements Made in the **2011-2012** (Last Academic) year based on the **2010-2011** PET Results:
 - 1A) The Program Director prepared a massive, comprehensive review over all of the major modalities of clinical laboratory medicine. The reviews were delivered during the Summer class, prior to the capstone exams.
 - 1B) Periodic discussions were held with students to remind them of the importance of completing their Task Lists.
 - Evaluate Why Improvements Were Successful/Were Not Successful:
 - 1A) **Mixed Success:** 16 of 17 students passed the capstone exams on the second attempt. This was the first time this happened, however the fact remains that one student was unsuccessful in passing their capstone exams after three attempts, but was successful on the fourth attempt. The program

director worked closely with this student and gave her additional study materials, which appears to have helped her to be successful on the fourth attempt.

- 1B) **Successful:** The discussions with students regarding mastery of entry level tasks and professionalism appears to have been successful.
 - Provide the Budget Information Needed to Make Past Improvements (Cost/Details):
 - No funds were required for either improvement
 - Recommendations/Actions for 2012-2013
 - Person Responsible (Who will complete the action?):
 - Program Faculty
 - Action Plan:
 - 1A) The program faculty will continue to explore alternate means by which students can review for their capstone exams.
 - 1B) The MLT faculty will continue to emphasize practicum expectations in order to better prepare students for the rigor of practicum experiences.
 - Expected Time Frame Needed to Implement Action Plan (Please provide specific deadline date):
 - July 2013
 - Budget Information Needed for Future Action (Cost/Details):
 - No additional, foreseeable cost
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Goal Statement #2:

Program Goal:

Students will be able to demonstrate graduate/entry level technician knowledge and performance of routine and special clinical laboratory tests as the primary analyst, making specimen oriented decisions based on predetermined criteria, including a working knowledge of critical values.

Strategic Plan Strategy:

Faculty will assess the aggregate performance of graduates for mastery of competencies immediately prior to the award of a credential (*Amarillo College Strategic Plan through 2015: Strategy 1.5.3*) and Instructional leadership will assess the quality of each degree and certificate program. (*Amarillo College Strategic Plan through 2015: Strategy 1.3.1*)

Achieving the Dream/No Excuses Goal(s):

V. Attainment of credentials

Outcome/Objective Statement

(Be sure to include audience, behavior, conditions, degree/benchmark, and evaluation method):

2A) Students will perform, assess, and analyze results generated from routine and esoteric hematology, clinical chemistry, immunohematology, microbiology, serology/immunology, coagulation, and other emerging clinical laboratory tests according to established protocols and procedures.

90% of all Medical Laboratory Technology Program graduates will have achieved a score of "Pass" on a Pass/Fail basis, indicating cognitive and psychomotor competency, for all areas indicated on the Amarillo College Medical Laboratory Technology Competency Profile. The profile is updated by program officials and adjunct clinical faculty at the conclusion of each semester of the Medical Laboratory Technology program, and completed prior to the last semester of the program. The profile includes basic tasks and psychomotor skills required of the entry level Medical Laboratory Technician. (*Amarillo College Strategic Plan through 2015: Task 1.5.3*). The Competency Profile includes the entry level skills required for a student to be successful in passing their credentialing exam, and ultimately, in attaining employment. (*Achieving the Dream/No Excuses Goal(s): V. Attainment of credentials*).

2B) Graduates will assess the suitability of patient specimens; perform lab procedures using the prescribed instruments and test methodologies; relate patient test results to reference ranges and correlate test results to disease processes; follow directions and assume responsibility for his/her work; discriminate between normal and abnormal structures in clinical specimens; perform instrument checks, maintenance and troubleshooting; practice universal safety procedures; effectively problem-solve based on clinical situations; exhibit discretion with personal, professional, and medical information; employ organizational and time-management

skills; work independently in a dependable manner; communicate effectively with other healthcare professionals, patients, and the public at large; present him-/herself in a professional manner in regard to demeanor and attire; participate in professional development activities; and maintain local, state, and/or national licensure/certification.

100% of all program graduates will receive an average score of 3.5 or greater, on a Likert scale of 1-5, on Employer Satisfaction Surveys. The surveys are mailed out to employers approximately 9 months to one year post graduation. The surveys include questions that encompass all three taxonomic domains. Specifically, technical work performance and professional skills and attitudes are addressed and evaluated. (*Amarillo College Strategic Plan through 2015: Task 1.3.1*). The Employer Satisfaction Survey is an excellent source of feedback from medical facilities regarding graduate competency in the areas of knowledge and professional skills and behavior. In addition, it pinpoints specific areas of concern that need to be addressed in the program's curriculum. (*Achieving the Dream/No Excuses Goal(s): V. Attainment of credentials*).

- Results (Provide Numbers and Percentages for Quantitative Data)
 - Class of 2012 (2A) and 2011 (2B)
 - 2A) 2012 Pass/Fail Rate = 100% (18 out of 18) = Pass
 - 2B) Class of 2011 Employer Satisfaction Survey Results = 4.35 on a Likert scale of 1-5; # of Surveys Distributed = 6; # of Surveys Returned = 4
 - Class of 2011 (2A) and 2010 (2B)
 - 2A) 2011 Pass/Fail Rate = 100% (20 out of 20) = Pass
 - 2B) Class of 2010 Employer Satisfaction Survey Results = 4.20 on a Likert scale of 1-5; # of Surveys Distributed = 5 = Surveys Returned = 4
 - Class of 2010 (2A) and 2009 (2B)
 - 2A) 2010 Pass/Fail Rate = 100% (14 out of 14) = Pass
 - 2B) Class of 2009 Employer Satisfaction Survey Results = 3.91 on a Likert scale of 1-5; # of Surveys Distributed = 7 Surveys Returned = 6
 - Class of 2009 (2A) and 2008 (2B)
 - 2A) 2009 Pass/Fail Rate = 100% (16 out of 16) = Pass
 - 2B) Class of 2008 Employer Satisfaction Survey Results = 3.75 on a Likert scale of 1-5; # of Surveys Distributed = 5 = Surveys Returned = 3

- Class of 2008 (2A) and 2007 (2B)
 - 2A) 2008 Pass/Fail Rate = 100% (11 out of 11) = Pass
 - 2B) Class of 2007 Employer Satisfaction Survey Results = 3.69 on a Likert scale of 1-5; # of Surveys Distributed = 6 Surveys Returned = 5
- Analysis
 - Provide Previous Data/Result Analysis
(Include if benchmark was met and how results relate to outcome statement):
 - 2A) **Benchmark Met:** The Pass/Fail rate for the Medical Laboratory Technology Student Competency continues at a level of 100% passing.
 - 2B) **Benchmark Met:** The Employer Satisfaction Survey Results for the graduating class of 2011 were greater than the average from 2010, and greater than the targeted average of 3.50.
- Improvements
 - List any Improvements Made in the **2011-2012** (Last Academic) Year Based on the **2010-2011** PET Results:
 - 2A) Greater emphasis was placed on the mastery of competencies and the correlation of competencies and entry level skills, as a condition of employment.
 - 2B) Changes to the in-house clinical rotations, including the addition of a more structured environment and a change in the in-house clinical evaluation process, as well as a change in the rigor in the discussions of work ethics and the development of more challenging discussion questions.
 - Evaluate Why Improvements Were Successful/Were Not Successful:
 - 2A) **Successful:** Greater emphasis was placed on the mastery of competencies and the correlation of competencies and entry level skills, as a condition of employment, was explained several times by program faculty, during in-house clinical rotations.
 - 2B) **Successful:** Changes to the in-house clinical rotations, including the addition of a more structured environment and a change in the in-house clinical evaluation process, may have positively affected the overall quality of education. In addition, augmenting the discussions of work ethics and the

development of more challenging discussion questions, may have also increased graduate professionalism, resulting in an overall increase in employer satisfaction.

- **Recommendations/Actions for 2012-2013**

- Person Responsible (Who will complete the action?):
 - Faculty
 - Action Plan:
 - 2A) The faculty will continue to monitor student competency in all areas of the clinical laboratory, and also work with clinical/adjunct faculty to correct any deficiencies that arise.
 - 2B) The faculty will continue to monitor student performance in all areas of the clinical laboratory, and also work with clinical/adjunct faculty and prospective employers to correct any deficiencies that arise in student performance prior to graduation from the program, and subsequent employment. In addition, the faculty have continued their emphasis on work ethics.
 - Expected Time Frame Needed to Implement Action Plan (Please provide specific deadline date):
 - August 2013
 - Budget Information Needed for Future Action (Cost/Details):
 - No additional, foreseeable cost
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Goal Statement #3:

Program Goal

Students will display possession of knowledge and communication skills that extend to collaborative, consultative, and educational interactions with laboratory professionals, other healthcare professionals, patients, and the general public.

Strategic Plan Strategy

Align AC learning outcomes with THECB outcomes which emphasize 21st century skills.
(*Amarillo College Strategic Plan through 2015: Strategy 1.4*)

Outcome/Objective Statement

(Be sure to include audience, behavior, conditions, degree/benchmark, and evaluation method):

3A) Students will collaborate in small groups or work independently to create an informational visual presentation, pertaining to the clinical laboratory profession, that is suitable for public display, in order to promote their profession to other students, medical professionals, and/or the general public.

90% of all currently enrolled Freshmen and Sophomore the students in the Medical Laboratory Technology Program will prepare an informational visual presentation pertaining to the clinical laboratory profession. Student participation will be evaluated by their instructors as part of their weekly Work Ethics grades on the basis of "participated/did not participate." These presentations are utilized to educate the public about interesting subjects from different areas or modalities of laboratory medicine. In addition, they provide an opportunity for students to hone their 21st century skills in communication, collaboration, leadership, social skills, and project management. (*Amarillo College Strategic Plan through 2015: Strategy 1.4*) The projects are publically displayed during National Medical Laboratory Professionals Week, and are viewed by students, faculty, and the general public in the Allied Health Sciences building. All students enrolled in the Medical Laboratory Technology program are asked to participate.

3B) Students will select a subject of advanced interest; compile information from professional, peer reviewed resources; prepare a research paper using the appropriate format; create audio/visual activities/resources based on their research; and present the information to their peers in the form of an oral presentation.

100% of the Sophomore students will prepare and present an in-depth advanced research paper and presentation, and achieve an average score of 90%, as evaluated by their instructor and their peers. The project will include a research paper prepared according to specific guidelines, set forth by program officials. The students will present their research to the Med Lab faculty and to their peers during the last semester of the Medical Laboratory Technology

program. The presentation must include a minimum of two different audio-visual aids and must demonstrate sufficient depth of knowledge as would be expected of students at this level of education. Evaluation of the presentation based on appropriate selection of subject, depth of subject matter, structure of project, communication/presentation techniques, and audio/visual aids. The skills required to fulfill this assignment align closely with several of the targeted the 21st century skills, including information media literacy, critical thinking, creativity, communication, and self-monitoring/direction skills. (*Amarillo College Strategic Plan through 2015: Strategy 1.4*)

- Results (Provide Numbers and Percentages for Quantitative Data)

- 2012

- 3A) Number of students = 33; Number of participants = 33 out of 33 (100%)
- 3B) Number of students = 17; Research Presentation average = 94.87%; Range 87.7-102.93%

- 2011

- 3A) Number of students = 34; Number of participants = 34 out of 34 (100%)
- 3B) Number of students = 21; Research Presentation average = 92.86%; Range 55.7-99.85%

- 2010

- 3A) Number of students = 36; Number of participants = 36 out of 36 (100%)
- 3B) Number of students = 21; Research Presentation average = 94.5%; Range 86.85-105.75%

- 2009

- 3A) Number of students = 24; Number of participants = 23 out of 24 (95.8%)
- 3B) Number of students = 17; Research Presentation average = 88.09%; Range 70.1-98.88%

- 2008
 - 3A) Number of students = 24; Number of participants = 23 out of 24 (95.8%)
 - 3B) Number of students = 10; Research Presentation average = 92.8%; Range 84.0-100.0%
- Analysis
 - Provide Previous Data/Result Analysis
(Include if benchmark was met and how results relate to outcome statement):
 - 3A) **Benchmark Met:** This is a requirement for the students in the Medical Laboratory Technology program, however we feel that it is also an excellent opportunity for students to hone their 21st century skills in communication, collaboration, leadership, social interactions, and project management. In addition, it provides an occasion for students to promote their chosen profession to other health professionals, as well as to the general public. The 100.0% rate of participation is well above the standard of 90%. In addition, these statistics include all on-campus students as well as the online students in Lubbock. The project is part of the work ethics evaluation for both Freshmen and Sophomore level students, and is also part of the research grade for Sophomores.
 - 3B) **Benchmark Met:** The average score on the student research presentations was 94.87%, which is greater than the 90.0% benchmark and slightly higher than the previous year. The range was 87.7-102.93% . The overall quality of the research papers and the oral presentations, along with the audio-visual aids, was much higher than in previous years.
- Improvements
 - List any Improvements Made in the **2011-2012** (Last Academic) Year Based on the **2010-2011** PET Results:
 - 3A) No actual improvements were made, though the program faculty did not give students the freedom to opt-out of the Lab Week project.
 - 3B) The Program Director emphasized the importance of completing the research paper and delivering their oral presentation based on their paper. This paper and presentation are part of the student's grade in Seminar II. The Program Director did discuss the impact that this project has on their grade for that course, as it accounts for 25% of their final grade.

- Evaluate Why Improvements Were Successful/Were Not Successful:
 - 3A) **Successful:** All students participated in creating the projects. The Freshman students worked in groups and the Sophomore students worked independently. Although the quality of the projects varied somewhat, overall the students did an excellent job.
 - 3B) **Successful:** The students understood the consequences for not completing the research project and presentation.
 - Provide the Budget Information Needed to Make Past Improvements (Cost/Details):
 - No funds were required for either improvement
 - Recommendations/Actions for 2012-2013
 - Person Responsible (Who will complete the action?):
 - Program Faculty
 - Action Plan:
 - 3A) Continue to encourage the students to participate in this project and explore means by which the program faculty can generate greater enthusiasm among the students.
 - 3B) The MLT faculty will continue to emphasize the impact that the research papers and presentations have on students grades in Seminar II.
 - Expected Time Frame Needed to Implement Action Plan (Please provide specific deadline date):
 - July 2013
 - Budget Information Needed for Future Action (Cost/Details):
 - No additional, foreseeable cost
-

Goal Statement #4:

Program Goal

Students will exhibit the capacity for calm and reasoned judgment, taking responsibility for their own actions, show a strong commitment to patient welfare, and display positive ethical and moral attitudes and principles that are necessary for gaining and maintaining the confidence of patients, professional associates, and the community at large.

Strategic Plan Strategy

CTE faculty and academic advisors will mentor students about preparing for job searches. (*Amarillo College Strategic Plan through 2015: Strategy 1.5.1.2.2*)

Outcome/Objective Statement

(Be sure to include audience, behavior, conditions, degree/benchmark, and evaluation method):

Students will act in a professional manner at all times while in the clinical setting, demonstrating the positive attributes of professionalism in regard to attire, demeanor, conduct, dependability, initiative, attitude, adaptability, reasoning, and seeking additional knowledge.

100% of the students will achieve a score of 70% or better on the Student Professional Evaluation instruments in all Practicum I and II rotations, during the Sophomore year of the Medical Laboratory Technology program. This instrument provides an evaluation of the affective aspects of Medical Laboratory Technology in a professional medical setting, and are critical for graduate employment. (*Amarillo College Strategic Plan through 2015: Strategy 1.5.1.2.2*).

- Results (Provide Numbers and Percentages for Quantitative Data)

- o Class of 2012 (19 students)

- 4A) Class of 2012 Professional Evaluation Average =92.8%; Task List range = 75.9%- 100.0%; Number and percent of students who achieved a score of greater than, or equal, to 70% on each of the Student Professional Evaluation instruments = 19 out of 19, or 100.0%

- o Class of 2011 (21 students)

- 4A) Class of 2011 Professional Evaluation Average =91.3%; Task List range = 60.8%- 100.0%; Number and percent of students who achieved a score of greater than, or equal, to 70% on each of the Student Professional Evaluation instruments = 20 out of 21, or 95.2%

- o Class of 2010 (18 students)

- 4A) Class of 2010 Professional Evaluation Average =92.6%; Task List range = 64.7%-100.0%; Number and percent of students who achieved a score of greater

than, or equal, to 70% on each of the Student Professional Evaluation instruments = 18 out of 18, or 100.0%

- o Class of 2009 (16 students)
 - 4A) Class of 2009 Professional Evaluation Average =93.3%; Task List range = 73.0%-100.0%; Number and percent of students who achieved a score of greater than, or equal, to 70% on each of the Student Professional Evaluation instruments = 16 out of 16, or 100.0%

- o Class of 2008 (11 students)
 - 4A) Class of 2008 Professional Evaluation Average =93.2%; Task List range = 79.0%-100.0%; Number and percent of students who achieved a score of greater than, or equal, to 70% on each of the Student Professional Evaluation instruments = 11 out of 11, or 100.0%

- Analysis
 - o Provide Previous Data/Result Analysis
(Include if benchmark was met and how results relate to outcome statement):
 - 4A) **Benchmark Met:** All of the students achieved a score of greater than, or equal to, 70% on the Professional Evaluation instrument, for all practicum rotations. In addition, the evaluation average and range of scores improved, as compared to the previous two years.

- Improvements
 - o List any Improvements Made in the **2011-2012** (Last Academic) Year Based on the **2010-2011** PET Results:
 - The faculty placed more emphasis on the necessity for good work ethics in the academic and practicum settings. Additionally, the faculty periodically reminded the students that practicum facilities, who often hire graduates, pay particular attention to the work ethics and professional evaluations of students whom they are considering for future employment.

 - o Evaluate Why Improvements Were Successful/Were Not Successful:
 - **Successful:** The students were able to understand the correlation between work ethic and professional evaluation scores as a student in practicum rotations, with the prediction of potential future employee work ethics and professional behavior, drawn by practicum supervisors.

- Provide the Budget Information Needed to Make Past Improvements (Cost/Details):
 - No funds were required for either improvement
 - Recommendations/Actions for 2012-2013
 - Person Responsible (Who will complete the action?):
 - Program faculty
 - Action Plan:
 - The faculty will continue to emphasize and evaluate the essential qualities of professionalism in the medical laboratory setting, and continue to explain the correlation between work ethic and professional evaluation scores as a student in practicum rotations, and the prediction of potential future employee work ethics and professional behavior, drawn by practicum supervisors.
 - Expected Time Frame Needed to Implement Action Plan (Please provide specific deadline date):
 - August 2013
 - Budget Information Needed for Future Action (Cost/Details):
 - No additional, foreseeable cost
-

Goal Statement #5: (New goal as of 2011-2012. Unknown time frame for acquisition and furnishing data. Please see Recommended action plan).

Program Goal:

Upon successful completion of all courses in the Medical Laboratory Technology program curriculum, students will have fulfilled the learning outcomes outlined by the Texas Higher Education Coordinating Board (THECB) in the Workforce Education Course Manual (WECM).

Strategic Plan Strategy:

After academic leadership ensures all career and technical education CTE and CE courses include the student learning outcomes required by THECB in Workforce Education Course Manual (WECM), students who complete these courses will fulfill the assigned student learning outcomes. (*Amarillo College Strategic Plan through 2015: Strategy 1.4.1.3*)

Outcome/Objective Statement

(Be sure to include audience, behavior, conditions, degree/benchmark, and evaluation method):

Students will demonstrate the skills and knowledge sets, as stated in the learning outcomes required by THECB in the Workforce Education Course Manual (WECM), for each PLAB and MLAB course in the program curriculum.

100% of the students will fulfill the learning outcomes with a score of 70% or better, as determined by the program faculty, via a variety of assessment tools. Data will be tracked through the Worldwide Instructional Design System (WIDS). (*Amarillo College Strategic Plan through 2015: Task 1.4.1.3*)

- Results (Provide Numbers and Percentages for Quantitative Data) **No data available**
 - **2011-2012 Data:** Numbers = ____ out of ____ and Percentage =s ____%
 - **2010-2011 Data:** Numbers = ____ out of ____ and Percentage =s ____%
 - **2009-2010 Data:** Numbers = ____ out of ____ and Percentage =s ____%

- Analysis **No data available**
 - Provide Previous Data/Result Analysis
(Include if benchmark was met and how results relate to outcome statement):

- Improvements **No data available**
 - List any Improvements Made in the **2011-2012** (Last Academic) Year Based on the **2010-2011** PET Results:

 - Evaluate Why Improvements Were Successful/Were Not Successful:

- Provide the Budget Information Needed to Make Past Improvements (Cost/Details):
 - Recommendations/Actions for 2012-2012
 - Person Responsible (Who will complete the action?):
 - Program faculty
 - Action Plan:
 - Although the technology for collection and assessment of data is in place, other essential resources have not been made available. Therefore, the recommendation is to wait until such time as both the technology and resources become available.
 - Expected Time Frame Needed to Implement Action Plan (Please provide specific deadline date):
 - Undetermined
 - Budget Information Needed for Future Action (Cost/Details):
 - No additional, foreseeable cost
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Goal Statement #6: (New goal as of 2012-2013)

Program Goal

With assistance from Student Services and program faculty, students in the Medical Laboratory Technology program will be able to identify obstacles and challenges in their life, and utilize tools and resources available to them, via Amarillo College and city/county/state/federal agencies, in order to ultimately achieve their dream of success in earning their degree and in attaining gainful employment.

Strategic Plan Strategy

First-time, full-time students will demonstrate successful college-going student characteristics by remaining enrolled at least two long semesters after initial enrollment. (*Amarillo College Strategic Plan through 2015: Strategy 1.1.1.6.4*) and Student services, academic support, and program faculty will personally assist each student regarding available college and career opportunities. (*Amarillo College Strategic Plan through 2015: Strategy 1.1.4*)

Achieving the Dream/No Excuses Goal(s)

III. Completion of courses with a "C" or better, IV. Persistence from term to term and year to year, and V. Attainment of credentials.

Outcome/Objective Statement

(Be sure to include audience, behavior, conditions, degree/benchmark, and evaluation method):

Students will successfully complete all courses in the Medical Laboratory Technology curriculum with a grade of "C" or better, within three years of program admission. In addition, students will communicate any challenges or obstacles and work with program faculty and Student Services in order to overcome barriers to their success in earning their degree and attaining gainful employment.

70% of students admitted to the Medical Laboratory Technology program will persist from term to term and year to year, earning no less than a grade of "C" or better in all program specific courses, science courses and math courses, and graduate with an AAS degree within a three year time frame, as noted on their final transcript. Upon graduation, 90% of the students will enroll in a college or university to continue their studies and/or seek gainful employment. This information is gathered from a graduate survey sent out, via email, to program graduates approximately nine months to one year after graduation.

- Results (Provide Numbers and Percentages for Quantitative Data)
 - o Class of 2011
 - 6A) Number of students who initially enrolled in the program = 23
 Number of students who graduated from the program = 17
 Percentage of students who graduated from the program = 73.9%
 Attrition rate for students, from initial program admission to graduation = 26.1%
 - 6B) Number of graduates who pursued additional education and/or attained gainful employment = 16
 Percentage of graduates who pursued additional education and/or attained gainful employment = 94.1%
 - o Class of 2010
 - 6A) Number of students who initially enrolled in the program = 19
 Number of students who graduated from the program = 17
 Percentage of students who graduated from the program = 89.5%
 Attrition rate for students, from initial program admission to graduation = 10.5%
 - 6B) Number of graduates who pursued additional education and/or attained gainful employment = 14
 Percentage of graduates who pursued additional education and/or attained gainful employment = 82.9%
 - o Class of 2009
 - 6A) Number of students who initially enrolled in the program = 23
 Number of students who graduated from the program = 14
 Percentage of students who graduated from the program = 60.9%
 Attrition rate for students, from initial program admission to graduation = 39.1%
 - 6B) Number of graduates who pursued additional education and/or attained gainful employment = 13
 Percentage of graduates who pursued additional education and/or attained gainful employment = 92.8%

- o Class of 2008

- 6A) Number of students who initially enrolled in the program = 17
Number of students who graduated from the program = 9
Percentage of students who graduated from the program = 52.9%
Attrition rate for students, from initial program admission to graduation = 47.1%
- 6B) Number of graduates who pursued additional education and/or attained gainful employment = 9
Percentage of graduates who pursued additional education and/or attained gainful employment = 100%

- o Class of 2007

- 6A) Number of students who initially enrolled in the program = 14
Number of students who graduated from the program = 9
Percentage of students who graduated from the program = 64.3%
Attrition rate for students, from initial program admission to graduation = 35.1%
- 6B) Number of graduates who pursued additional education and/or attained gainful employment = 9
Percentage of graduates who pursued additional education and/or attained gainful employment = 100.0%

- Analysis

- o Provide Previous Data/Result Analysis

(Include if benchmark was met and how results relate to outcome statement):

- 6A) **Benchmark Met:** 73.9% of the students who originally enrolled in the program in the Fall of 2009 graduated in Summer 2011. This percentage is 3.9% above the 70.0% benchmark for student persistence and completion.
- 6B) **Benchmark Met:** 94.1% of the program graduates pursued additional education and/or attained gainful employment. This percentage is 4.1% greater than the 90.0% benchmark for graduates pursuing additional education and/or attaining gainful employment in their chosen profession.

- Improvements

- List any Improvements Made in the **2011-2012** (Last Academic) Year Based on the **2010-2011** PET Results:
 - 6A) The Program Director and Education Coordinator scheduled mandatory meetings with students who appeared to be at risk of dropping out or failing out.
 - 6B) The program faculty passed on employment opportunities to students as they were discovered via practicum site discussions and through discussion with product and book representatives.
- Evaluate Why Improvements Were Successful/Were Not Successful:
 - 6A) **Successful:** Program faculty were able to discuss student barriers or obstacles to success, and suggest means by which students can access assistance and resources available to them.
 - 6B) **Successful:** Students were made aware of employment opportunities in areas and locations of which they were previously unaware.
- Provide the Budget Information Needed to Make Past Improvements (Cost/Details):
 - No funds were required for either improvement.

- Recommendations/Actions for **2012-2013**

- Person Responsible (Who will complete the action?):
 - Program faculty
- Action Plan:
 - 6A) The program faculty will periodically discuss financial and personal resources available through Amarillo College and the Amarillo College Foundation, and encourage students to avail themselves of these services, as necessary.
 - 6B) The program faculty will continue to solicit information regarding employment opportunities from established resources and other resources (ie; employment solicitation via faculty email) as they become available.

- Expected Time Frame Needed to Implement Action Plan (Please provide specific deadline date):
 - July 2013

 - Budget Information Needed for Future Action (Cost/Details):
 - No additional, foreseeable cost
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