



Planning and Evaluation Tracking

College Year: 2005-2006

Division of: Allied Health

Person Responsible: Bill Crawford

Department of: Medical Laboratory Technology

Person Responsible: Jan Martin

Purpose Statement: "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 Statements	Objectives/Outcomes (including assessment tools and standards)	Results	Use of Results (including improvements and revisions)
1. 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.	A. 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 tests 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 registry-type questions from various nationally recognized Medical Lab registry review texts.	A. 2005 Class Average = 76.19% Class Range = 68.0%-84.0% (Please see chart/table 1A)	A. One student received a score of 68.0% as her best score on one of the three capstone exams. The remaining seven students achieved scores ranging from 70.0% to 84.0%. The student who received the failing score received an incomplete in the class and was given additional study materials, references and study guides. She was allowed to retake the exam once more, after an eight week period of intensive study, and passed with a score of 88%. The faculty believe that this student's failure to achieve a passing grade on one of the three exams was an isolated incident. After counseling the student, she admitted that she had not studied for any of the three capstone exams, due to circumstances in her life that seemed beyond her control. The faculty will continue to carefully monitor the progress of students in this class and strongly emphasize the importance of studying and continued learning during the review process to

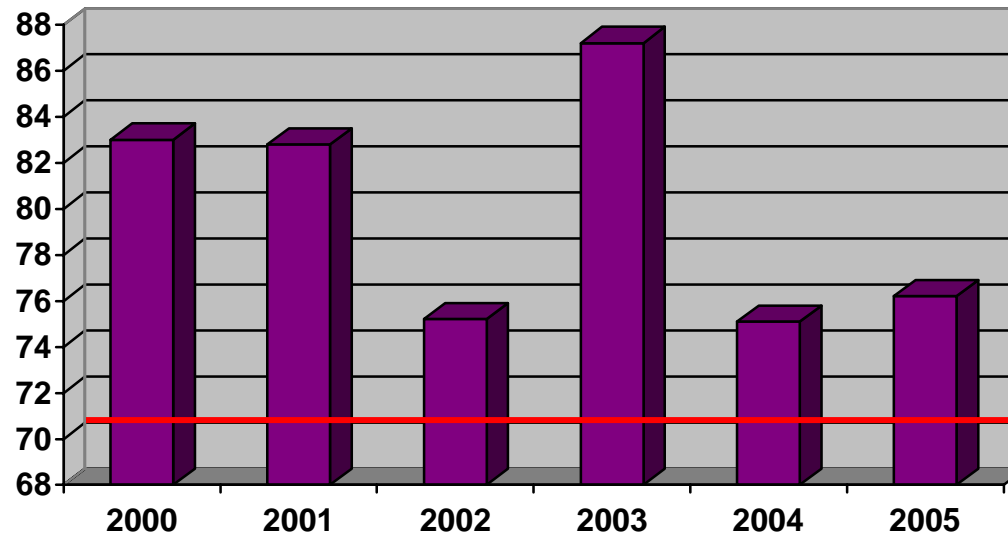
enable to pass the capstone exams, and after graduation, to pass their certification exam(s)

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| | <p>B. 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 cognitive and psychomotor aspects of Medical Laboratory Technology in a professional, medical setting.</p> | <p>B. Students in the graduating class of 2005 earned Task List scores from 91.4% to 97.3%, with an overall average of 94.7% (Please see chart/table 1B)</p> | <p>B. The results over the past several years continues to be well above the target score of 70%. The MLT faculty will continue to incorporate current and new technologies into laboratory courses to well prepare student for Practicum experiences.</p> |
| <p>2. 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.</p> | <p>A. 100% 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.</p> | <p>A. 2005 Pass/Fail Rate = 100% Pass
(Please see chart/table 2A)</p> | <p>A. The Pass/Fail rate for the Medical Laboratory Technology Student Competency continues at a level of 100% passing. 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.</p> |

	<p>B. 100% of all completed and returned Employer Satisfaction Surveys will rate employees, who are graduates of the Amarillo College Medical Laboratory Technology Program, with an average score of at 3.5 on a Likert scale of 1-5. 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, test performance and professional skills and attitudes are addressed and evaluated.</p>	<p>B. 2005 Employer Satisfaction Survey Results = 4.40 on a Likert scale of 1-5 (Please see chart/table 2B)</p>	<p>B. The Employer Satisfaction Survey Results for the Medical Laboratory Technology graduates has consistently been at a level well above the 3.5 standard. 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.</p>
<p>3. Knowledge and communication skills that extend to collaborative, consultative, and educational interactions with laboratory professionals, other healthcare professionals, patients, and the general public.</p>	<p>A. 90% of the students will prepare an informational visual presentation pertaining to the clinical laboratory profession. The presentation is utilized to present information regarding different aspects of laboratory medicine during National Medical Laboratory Week, and is viewed by students and faculty in the Allied Health Division, as well as the general public. The purpose of the presentation is to augment the student's cognitive understanding of at least one aspect of laboratory medicine, to educate other medical professionals as well as the general public, and to promote the laboratory profession. All students enrolled in the Medical Laboratory Technology program are strongly encouraged to participate.</p>	<p>A. 2005 participation = 100.0% (Please see chart/table 3A)</p>	<p>A. This is a fairly new requirement for the students in the Medical Laboratory Technology program, however we feel that it is an excellent opportunity for students to develop additional knowledge and better public relations skills. In addition, it provides an occasion for students to promote their chosen profession to other health professional, as well as the general public. The 81% rate of participation is well below the standard of 90%. The faculty of the Medical Laboratory Technology program have revised requirements and created incentives for student participation.</p>

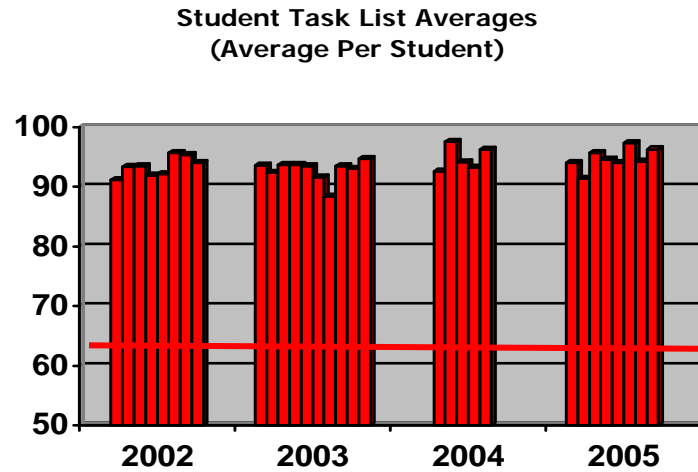
	<p>B. 100% of the Sophomore students will prepare and present an in-depth advanced research project, and achieve an average score of 90%, as evaluated by their instructor and their peers. The project will include a research paper prepared according to specific guidelines, set forth by program officials. 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 audio-visual aides 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 aides.</p>	<p>B. 2005 Research Presentations = 94.8% (Please see chart/table 3B)</p>	<p>B. The average student score in 2005 was statistically similar to the average student score in 2004 with a difference of less than 1%. However, as there is a slight downward trend, the faculty will put greater emphasis on this project and encourage students to augment their presentation skills prior to actual delivery of their research presentation.</p>
<p>4. Demonstrated capacity for calm and reasoned judgment, taking responsibility for one's own actions, and a strong commitment to patient welfare. Ethical and moral attitudes and principles that are necessary for gaining and maintaining the confidence of patients, professional associates, and the community at large.</p>	<p>A. 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 including professionalism (attire, demeanor and conduct), dependability, ability to reason and learn, initiative, attitude, and adaptability.</p>	<p>A. Students in the graduating class of 2005 earned Student Professional scores from 91.0% to 96.9%, with an overall average of 94% (Please see chart/table 4A)</p>	<p>A. The results over the past several years have shown a steady overall increase. The faculty will continue to emphasize the essential qualities of professionalism in the medical laboratory setting.</p>

CHART/TABLE 1A – COMPREHENSIVE CAPSTONE EXAMINATIONS



	2000	2001	2002	2003	2004	2005
“Best of Three” Individual Student Scores (%)	89.5	84.0	70.0	94.0	70.0	70.0
	72.5	91.0	76.0	88.0	86.0	68.0
	91.5	91.5	82.0	78.0	73.5	82.5
	95.5	86.0	73.0	88.0	72.0	70.5
	89.0	74.5	74.0	90.0	74.0	74.5
		70.0	76.0	87.0		84.0
			72.0	86.0		77.5
			80.0	84.0		82.5
				86.0		
				90.0		
Class Average	83.0	82.8	75.2	87.1	75.1	76.2

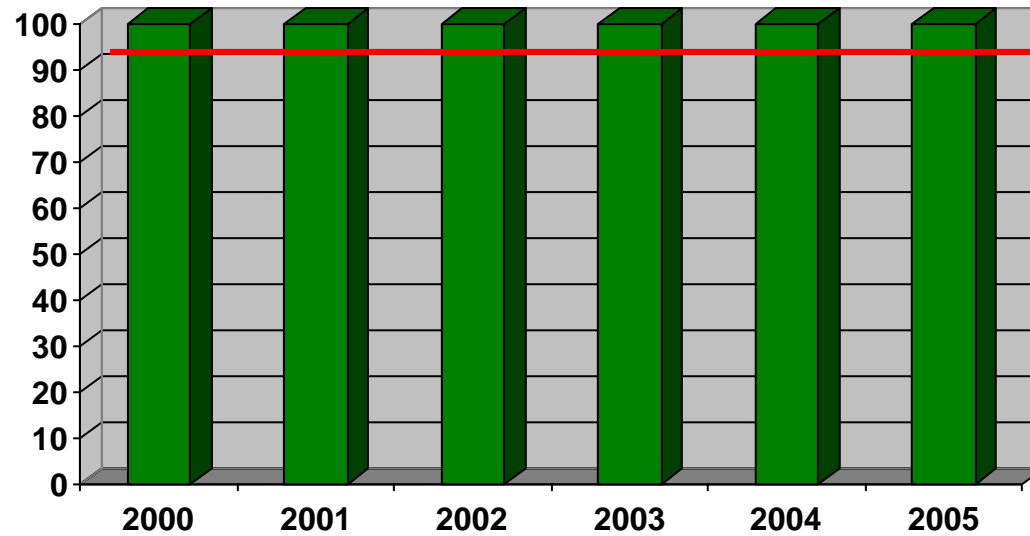
CHART/TABLE 1B – STUDENT TASKLIST EVALUATIONS



Graduating Class											
2002		2003			2004		2004		2005		
88	83	95	83	96	95	90	83	96	92	97	
86	95	89	91	100	95	97	91	100	89	95	
84	100	95	82	100	94	92	82	100	93	92	
95	90	90	97		95	100	97		93	95	
95	93	95	97		90	95	97		95	98	
92	84	96	95		83	95	95		99	88	
98	120	95	100		91	88	100		96	100	
92	95	95	94		90	95	94		97	96	
95	89	83	100		93		100		88	100	
91	93	90	95		99		95		85	100	
91	95	94	97		95		97		95	100	
100	93	95	100		95		100		93	89	
91	100	95	97		75		97		87	83	
95	91	95	76		85		76		95	96	
92	95	95	95		87		95		100	99	
93	95	86	95		82		95		94	95	
99	99	90	100		95		100		95	98	
99	95	96	95		99		95		98	100	
95	95	98	100		95		100		95	100	
95	95	96	98		93		98		92	93	
95	88	95	100		96		100		96	100	
92	94	99	91		92		91		100	95	
85	95	94	86		91		86		95	98	
96	95	96	98		95		98		96	93	
87	95	91	95		93		95		92	95	
90		91	93		95		93		88		
95		96	90		89		90		93		
98		90	94		90		94		98		
92		95	87		97		87		97		
95		87	97		95		97		85		
90		95	100		95		100		93		

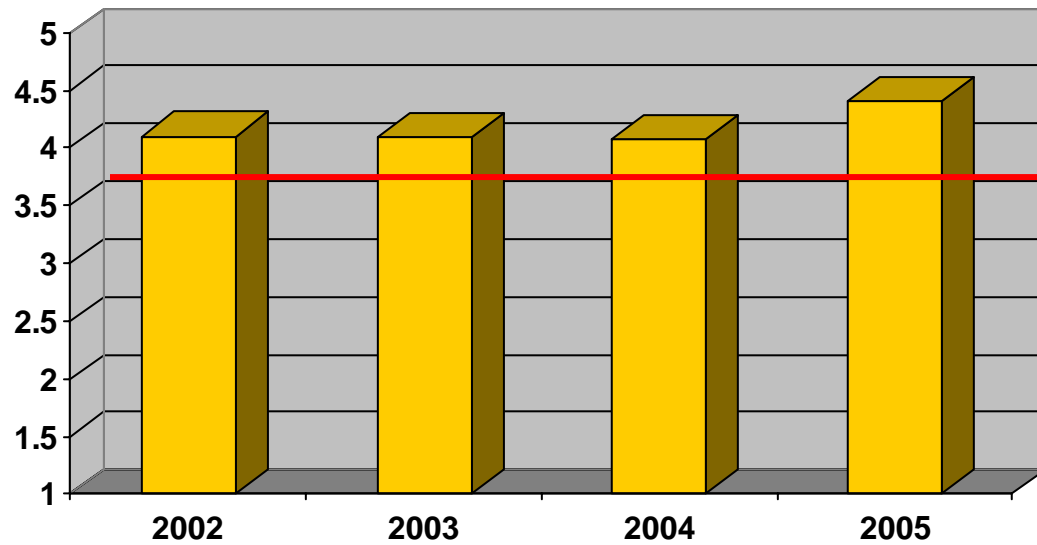
Individual
Student
Scores
(%)

CHART/TABLE 2A – STUDENT COMPETENCY PROFILES



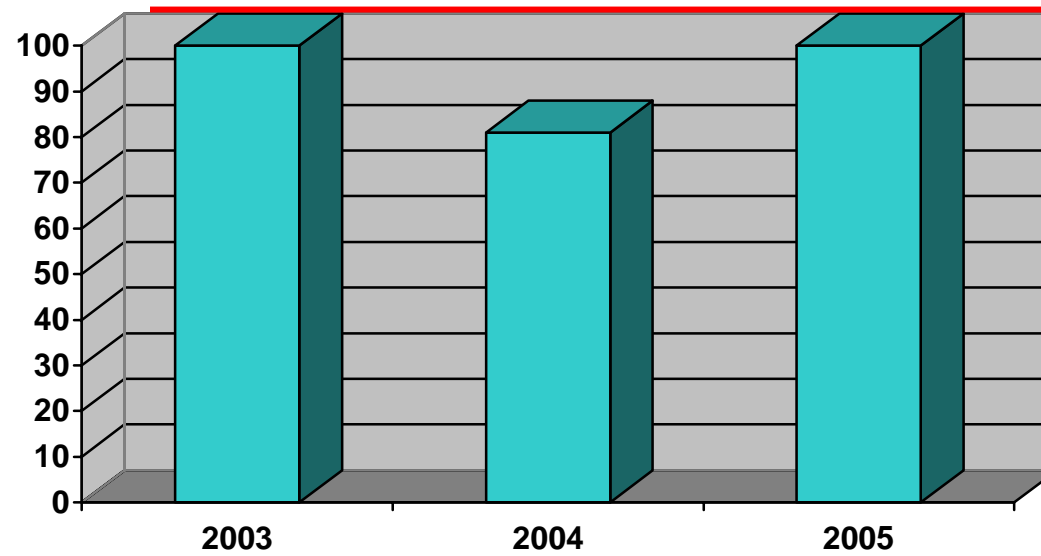
	2000	2001	2002	2003	2004	2005
Individual Student Pass/Fail	Pass	Pass	Pass	Pass	Pass	Pass
	Pass	Pass	Pass	Pass	Pass	Pass
	Pass	Pass	Pass	Pass	Pass	Pass
	Pass	Pass	Pass	Pass	Pass	Pass
	Pass	Pass	Pass	Pass	Pass	Pass
		Pass	Pass	Pass		Pass
			Pass	Pass		Pass
			Pass	Pass		Pass
				Pass		
				Pass		
Class Average	100% Pass	100% Pass	100% Pass	100% Pass	100% Pass	100% Pass

CHART/TABLE 2B – EMPLOYER SATISFACTION SURVEYS



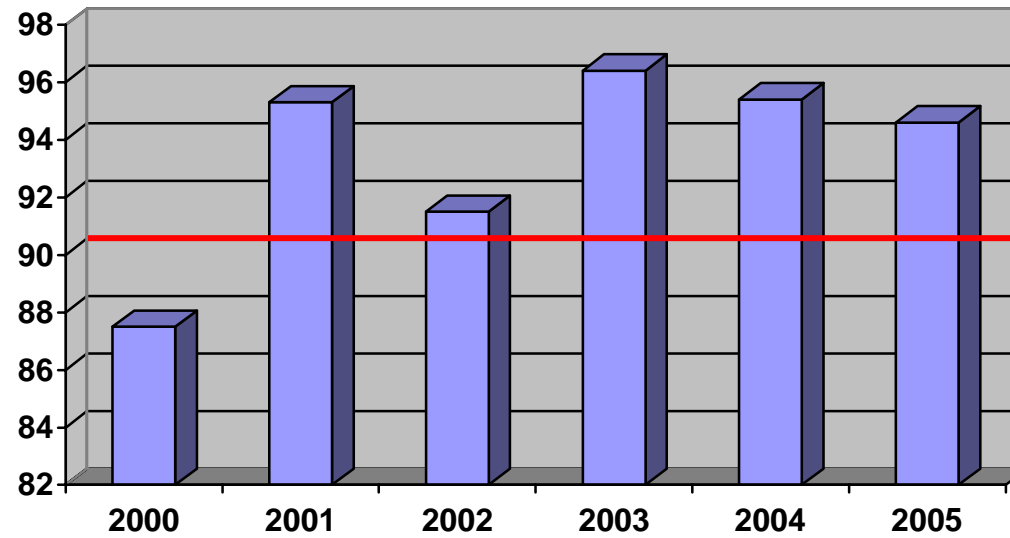
	2002	2003	2004	2005
Average Overall Score (Likert Scale 1-5)	4.10	4.09	4.07	4.40

CHART/TABLE 3A – NATIONAL MEDICAL LABORATORY WEEK PRESENTATIONS



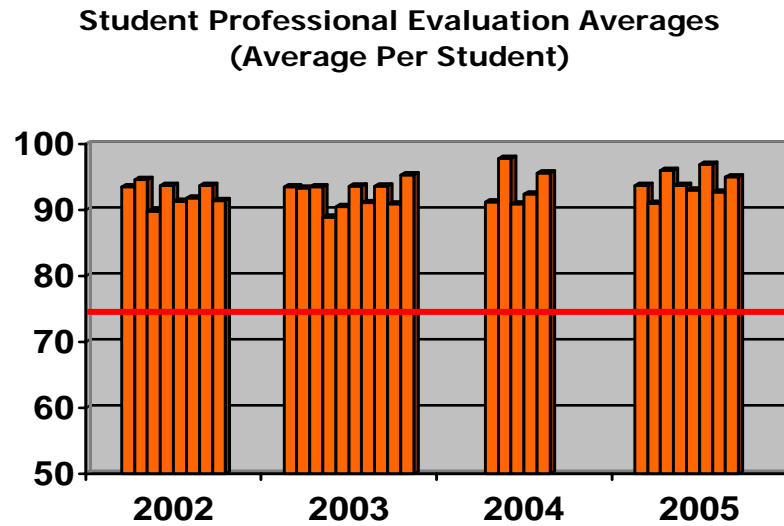
	2003	2004	2005
%Participation	16/16=100%	13/16=81%	12/12=100%

CHART/TABLE 3B – RESEARCH PRESENTATIONS



	2000	2001	2002	2003	2004	2005
Individual Student Scores (%)	87	99	95	97	95	85
	88	97	100	94	100	82
	75	98	87	94	90	98
	92	95	92	98	95	100
	94	90	90	98	98	95
	89	93	87	97		98
			87	100		99
			94	97		100
				94		
				95		
Class Average	87.5	95.3	91.5	96.4	95.4	94.6

CHART/TABLE 4A – STUDENT PROFESSIONAL EVALUATIONS



Graduating Class									
Individual Student Scores (%)	2002		2003		2004		2005		
	90.3	95.0	95.0	95.0	94.1	76.0	100	91.0	96.0
	87.8	95.3	91.0	91.4	96.0	92.0	97.0	94.0	98.0
	84.0	92.8	98.2	94.0	90.1	88.0	100	97.0	92.0
	89.1	84.7	97.0	95.0	97.5	99.0	100	90.0	91.0
	95.3	100	95.0	87.5	92.6	96.3		95.0	97.0
	95.6	91.2	95.7	83.0	95.0	92.0		95.0	92.0
	97.5	87.0	95.0	92.7	88.2	95.0		94.0	99.0
	91.4	89.9	95.0	89.5	95.0	100		95.0	96.0
	90.9	75.5	77.0	91.3		97.7		85.0	100
	95.0	94.6	88.0	96.0		100		89.0	100
	91.1	95.5	94.6	93.6		95.0		96.0	95.0
	91.0	95.0	92.1	95.0		96.4		93.0	82.0
	100	92.7	94.3	69.6		96.4		84.0	81.0
	95.0	100	95.0	88.8		99.0		85.0	96.0
	92.7	91.0	91.0	89.0		71.0		99.0	99.0
	93.5	95.0	87.0	88.0		95.0		93.0	95.0
	87.4	90.6	92.0	96.0		92.0		95.0	99.0
	90.6	99.3	97.5	95.6		93.0		99.0	97.0
	85.1	93.9	98.0	95.0		95.0		95.0	98.0
	95.3	95.0	94.0	90.4		94.0		97.0	93.0
	95.9	96.1	95.7	93.0		96.0		96.0	100
	95.0	88.5	94.3	90.0		93.9		97.0	93.0
	92.5	89.5	93.8	95.0		91.0		92.0	98.0
	84.7	95.0	96.4	95.0		87.3		98.0	91.0
	92.1	95.0	84.3	96.0		95.7		85.0	92.0
	90.3	95.6	89.9	95.0		95.1		88.0	
	83.2		92.9	93.0		94.0		99.0	
	93.5		86.0	88.1		90.0		98.0	
	92.8		95.0	96.0		92.1		91.0	
	93.8		91.0	91.7		83.0		87.0	
	95.0		94.0	95.0		97.5		95.0	