UAA Logo

**University of Alaska Anchorage**

# A.A.S. Medical Laboratory Technology

# Educational Effectiveness

# Assessment Plan

**Adopted by**

**The Medical Laboratory Science Faculty**

**2019-2020**

Reviewed by the Academic Assessment Committee: 5/1/20

Reviewed by the Faculty Senate as an information item: 5/1/20

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## Mission Statement

The mission of the Medical Laboratory Science department is to graduate competent and ethical clinical laboratory professionals with the knowledge and skills for career entry. It is also the department’s mission to prepare graduates for leadership roles in the clinical laboratory and professional organizations, and to instill an understanding of the need for maintaining continuing competency in a rapidly changing and dynamic profession.

## Program Introduction

The Medical Laboratory Technology (AAS-MLT) Program at the University of Alaska Anchorage has been approved by the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS) as an articulated program with the Medical Laboratory Science (BS-MLS) program. The programs are designed as a career ladder with at least 75% overlap. Self-studies and site visits by NAACLS have been combined, reducing accreditation fees and the number of hours UAA faculty and clinical facilities spend producing the documentation for accreditation. The NAACLS accreditation process includes a review of the curriculum to ensure that it meets current standards and has components in the cognitive, psychomotor and affective domains. The site visitors also review course objectives and learning outcomes and verify that the appropriate measures are being used to assess them when a program does not meet the benchmarks established by NAACLS. In addition to reviewing the curriculum, the assessment plan, data and assessment reports are reviewed for evidence of a mechanism for continually and systematically reviewing the effectiveness of the program. The AAS-MLT and BS-MLS programs were reviewed for continuing accreditation in 2014. There were no deficiencies or recommendations and both programs received the maximum 7-year continuing accreditation.

Students enrolled in both programs are encouraged to become active student members in one of the professional organizations. They are given opportunities to attend and volunteer at the state conference and participate in other events sponsored by the state and national organizations. The Institute for Healthcare Improvement (IHI) Open School and the Medical Laboratory Science Club provide opportunities for students to develop their leadership skills. Although the degrees are not contingent upon passing a national certification exam, most graduates take the ASCP Board of Certification (BOC) exam; which is a computer adaptive competency based exam. The majority of health care employers in Alaska require certification. Medical Laboratory Science is a rapidly changing and dynamic field, students are taught the importance of maintaining competency through continuing education. Certifying agencies require documentation of continuing education for recertification.

The NAACLS Annual Report requires documentation of enrollment, attrition and graduation rates. Entry into the second half of the program is used to calculate the statistics. For entry into the second half of the program, UAA uses enrollment in the first 200-level course for the AAS-MLT program.

## Assessment Process Introduction

The assessment plan defines the expected outcomes for the AAS-MLT and outlines a plan for assessing the achievement of the stated outcomes. Direct and indirect measures assess the program outcomes. The development of the outcomes was accomplished in part by faculty review of the following documents: NAACLS standards and ASCP Board of Certification content guidelines for MLT professionals. In addition, faculty collaborated with members of clinical facilities in Alaska to determine staffing needs by job description and skill level. Methods used to obtain information from the community were the Community Needs Assessment Survey, input from the Advisory Board, input from the Clinical Coordinators, and the Focus Group discussions from University/Industry Allied Health Forums (April, 2003). NAACLS Standard II addresses assessment and continuous quality improvement. NAACLS accredited programs must have a mechanism for continually and systematically reviewing the effectiveness of the program to include survey and evaluation instruments that incorporate feedback from a combination of students, employers, faculty, graduates, exit or final examinations and accreditation review. The results of program evaluations must be documented and reflected in ongoing curriculum development and program modification, followed by an analysis of the effectiveness of any changes implemented. NAACLS accredited programs must also complete an annual survey documenting enrollment, attrition and graduation rates; pass rate on certification exam and employment in the field.

To align with the NAACLS annual report, the evaluation period is defined as July 1 to June 30 with three-year averages calculated using raw student numbers.

**NAACLS Description of Entry-level Competencies of the Medical Laboratory Technician**

At entry-level, the medical laboratory technician will possess the entry-level competencies necessary to perform routine clinical laboratory tests in areas such as Clinical Chemistry, Hematology/Hemostasis, Immunology, Immunohematology/Transfusion Medicine, Microbiology, Urine and Body Fluid Analysis and Laboratory Operations. The level of analysis ranges from waived and point of care testing to complex testing encompassing all major areas of the clinical laboratory. The medical laboratory technician will have diverse functions in areas of pre-analytical, analytical and post-analytical processes. The medical laboratory technician will have responsibilities for information processing, training and quality control monitoring wherever laboratory testing is performed.

At entry-level, the medical laboratory technician will have the following basic knowledge and skills:

* Application of safety and governmental regulations compliance;
* Principles and practices of professional conduct and the significance of continuing education;
* Communications sufficient to serve the needs of the patients, the public and members of the health care team.

## Program Outcomes

Goal

To graduate competent and ethical professionals with the knowledge and skills necessary to work as entry-level medical laboratory technicians as defined by the National Accrediting Agency of Clinical Laboratory Science (NAACLS) standards, and by national examination content guidelines.

Outcomes

At career entry, the medical laboratory technician, as part of the healthcare team, will be able to:

* Perform routine clinical laboratory tests in the area of urinalysis, hematology, clinical chemistry, transfusion services, and microbiology.
* Demonstrate professional and communication skills to support interaction with members of the medical team, customer service, patient care and education.
* Demonstrate safety standards according to Occupational Safety and Health Administration, American Association of Blood Banks, American Society for Clinical Pathology, and Clinical Laboratory Improvement Amendments.

Goal

To instill an understanding of the need for maintaining continuing competency in a rapidly changing and dynamic profession.

Outcome

At career entry, the medical laboratory technician, as part of the healthcare team, will be able to:

* Demonstrate continuing competency by certification maintenance.

Goal

Develop graduates’ commitment to the laboratory profession by providing students opportunities to participate in professional organizations and mentoring them for leadership positions within the organizations.

Outcome

At career entry, the medical laboratory technician, as part of the healthcare team, will be able to:

* Demonstrate a commitment to the laboratory profession through active involvement in a professional organization.

The outcomes used to assess related instruction in communication, mathematics and human relations for the AAS in Medical Laboratory Technology include:

* Demonstrate professional and communication skills to support interaction with members of the medical team, customer service, patient care and education.
* Demonstrate ethical behavior in the hospital or clinical setting.

These outcomes are measured using the Core Abilities Checklist. The clinical trainers assess the student core abilities during their clinical practicum. Employers are also asked if the recent graduate has the core abilities required for entry-level employment. Items on the Core Abilities checklist that are specific to related instructions in communications and human relations include:

* + Understands basic English necessary for the technical field (verbal and written instructions).
  + Demonstrates interpersonal and teamwork skills.
  + Maintains Professional demeanor in routine and stressful situations and maintains professional integrity.
* Perform routine clinical laboratory tests in the area of urinalysis, hematology, clinical chemistry, transfusion services, and microbiology.

All of the disciplines require that students perform calculations and statistical analyses to demonstrate entry-level competencies. Clinical trainers assess entry-level competencies using Task Objectives for each discipline. Employers are also asked how well the curriculum prepared the graduate for entry-level employment. Examples of items on the Task Objectives specific to related instructions in mathematics are:

* + Demonstrate proficiency in performing manual calculations for LDL and % saturation.
  + Demonstrate proficiency diluting out of range test results and manually calculating the reportable results.
  + Demonstrate proficiency performing 24-hour urine testing and manually calculating the results as available

### Table 1

### Association of Assessment Measures to AAS-MLT Program Outcomes

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | Task Objectives Practicum | Core Abilities  Practicum | Certification Exam Pass Rate | Graduate Survey | Employer Survey | Alumni Survey | Job Placement Rate |
| Perform routine clinical laboratory tests in the area of urinalysis, hematology, clinical chemistry, transfusion services, and microbiology. | 1 | 0 | 1 | 1 | 1 | 0 | 1 |
| Demonstrate safety standards according to Occupational Safety and Health Administration, American Association of Blood Banks, American Society for Clinical Pathology, and Clinical Laboratory Improvement Amendments. | 1 | 0 | 0 | 0 | 0 | 0 | 0 |
| Demonstrate professional and communication skills to support interaction with members of the medical team, customer service, patient care and education. | 0 | 1 | 0 | 0 | 1 | 0 | 0 |
| Demonstrate ethical behavior in the hospital or clinical setting. | 0 | 1 | 0 | 0 | 1 | 0 | 0 |
| Demonstrate continuing competency by certification maintenance. | 0 | 0 | 0 | 0 | 0 | 1 | 0 |
| Demonstrate a commitment to the laboratory profession through active involvement in a professional organization. | 0 | 0 | 0 | 0 | 0 | 1 | 0 |

0 = Measure is not used to measure the associated outcome.

1 = Measure is used to measure the associated outcome.

## Assessment Measures

A description of the measures used in the assessment of the program outcomes and their implementation are summarized in Table 2 below. The measures and their relationships to the program outcomes are listed in Table 1 above. There is a separate appendix for each measure that describes the factors that affect the results and give examples of the measures and how they are implemented.

### Table 2

### Program Outcomes Assessment Measures and Administration

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Measure | **Description** | **Frequency/ Start Date** | **Collection Method** | **Administered by** |
| Task Objectives Evaluation Form | Evaluation forms completed by clinical site trainers | Compiled annually and reported as a 3-year average | Observation  Likert Scale | Practicum Sites |
| Core Abilities Evaluation Form | Evaluation forms completed by clinical site trainers | Compiled annually and reported as a 3-year average | Observation  % Yes | Practicum Sites |
| Certification  Exam | Board of Certification Computer Adaptive Exam for MLT (AAS) | Compiled annually and reported as a 3-year average | Electronic Report of Scaled Scores and Pass Rate | ASCP |
| Recent Graduate Survey | Survey sent to recent program graduates | Sent 6 months post graduation, compiled annually and reported as a 3-year average | Self-report | MLS Department |
| Employer Survey | Survey sent to employers of recent graduates | Sent 6 months post graduation, compiled annually and reported as a 3-year average | Self-report | MLS Department |
| Alumni Survey | Survey sent to program  alumni | Sent every 3 years | Self-report | MLS Department |
| Job Placement | Graduates notify program director | Compiled annually reported as a 3-year average | Self-report | MLS Department |

## Assessment Implementation & Analysis for Program Improvement

General Implementation Strategy

The recent graduate survey is administered semi-annually for the AAS-MLT Program using Qualtrics to administer the survey and analyze the data. The employer survey is e-mailed to employers semi-annually. Employers have the option of completing a paper survey or completing a Qualtrics survey. Alumni Surveys are sent to all alumni every 3 years.

Method of Data Analysis and Formulations of Recommendations for Program Improvement

Excel is used for data analysis. The data is compiled annually. The annual number of graduates from the articulated program is limited due to the space limitations of the UAA classroom and student laboratory and the limited number of clinical sites for student practicums. Due to the small sample size three year averages are used to assess the data.

The program faculty will meet at least once a year to review the data collected using the assessment measures. Review of the annual report should result in recommendations for program changes that are designed to enhance performance relative to the program’s outcomes. The results of the data collection, an interpretation of the results, and the recommended programmatic changes are forwarded to the Dean and the office of Academic Affairs by October. The Assessment Survey must be completed by June 15th. A plan for implementing the recommended changes, including advertising the changes to all the program’s stakeholders, will be developed during the annual review. Any changes will be discussed with the Program’s Advisory Board and Clinical Coordinators during the August meeting prior to start of school year.

The proposed programmatic changes may be any action or change in policy that the faculty deems as being necessary to improve performance relative to the program’s outcomes. Recommended changes should also consider workload (faculty, staff, and students), budgetary, facilities, and other relevant constraints. Changes may include:

* Changes in course content, scheduling, sequencing, prerequisites, delivery methods, etc.
* Changes in faculty/staff assignments
* Changes in advising methods and requirements
* Addition and/or replacement of equipment
* Changes to facilities

Modification of the Assessment Plan

The faculty, after reviewing the collected data and the processes used to collect it, may decide to alter the assessment plan. Changes may be made to any component of the plan, including the goals, outcomes, assessment measures, or any other aspect of the plan. The changes are to be approved by the faculty of the program. The modified assessment plan is reviewed by the curriculum assessment committees and the Dean before being reviewed by the Faculty Senate Academic Assessment Committee.

## Appendix A: Task Evaluation During Practicum

Measure Description:

Clinical trainers observe the student’s performance and complete the Task Objective forms during the students’ practicum. The students are evaluated on their ability to perform specific tasks in each area of their clinical rotations. The tasks lists are based on NAACLS standards and the ASCP content guidelines for entry-level competencies and are updated when the standards and guidelines are revised. The scores are based on a student’s terminal performance of the task being graded and reflect entry-level competence. A sample evaluation and criteria for scoring for Urinalysis are provided on the next 3 pages. Similar evaluations are used for each area of the clinical rotations. The clinical rotations include: hematology, urinalysis, clinical chemistry, microbiology, transfusion medicine, phlebotomy and processing.

Factors that affect the collected data:

* Scoring is somewhat subjective
* Students are aware of impact of scoring on their UAA practicum grade
* Interrater reliability

How to interpret the data:

Criteria are provided to clinical trainers for scoring to help reduce any subjectivity or bias. On-site training for the clinical trainers and workshops are provided by UAA faculty when major changes are made to the curriculum or when requested by the clinical liaisons at the clinical facilities.

Task evaluations provide the program with data to assess the cognitive and psychomotor skills taught in the prerequisite courses for MEDT A395 Medical Laboratory Technology Practicum to determine if students are adequately prepared for their clinical training. The data also assesses entry-level competencies of students graduating from the program.

The evaluation forms are designed by UAA faculty and are part of the practicum notebook that the students take to their clinical sites. The clinical trainers complete the evaluation forms. The practicum coordinator reviews the results with the student and provides a copy of the students’ average scores for each rotation to the assessment coordinator. The assessment coordinator averages the student scores in each clinical rotation to determine programs scores for the assessment period. A 1-5 Likert Scale was used previously. The scale was changed to make it easier for clinical trainers to evaluate students. Current scores are converted to the 1-5 scale for comparison to previous years. The average scores are used to assess the following outcome:

**Outcome**

Perform routine clinical laboratory tests in the area of urinalysis, hematology, clinical chemistry, transfusion services, and microbiology.

**Benchmark:** program average for task objectives: not met <3; met 3-4; exceeded>4

**Urinalysis Task Objectives**

|  |  |  |
| --- | --- | --- |
| **Evaluation Key for Tasks that are performed:** | | |
| **E** | **Exceptional** | Student performs independently after proper instruction and orientation; shows initiative and rarely needs to consult with trainers. Tasks are performed essentially error-free. |
| **A** | **Acceptable** | This is the expected performance of an entry- level tech after instruction and orientation. Manuals and other resources may occasionally be used and students may need to consult trainers occasionally for clarification but otherwise should be able to perform independently. |
| **U** | **Unacceptable** | Performance is below that of entry- level tech after orientation and instruction. Frequent consultation with trainers is required and errors are noted after repeated attempts to remediate. Any violation of ethics, safety or patient privacy rules would be another reason for this evaluation. **This score must be documented and the UAA practicum coordinator consulted** |
| **NA** | **Not assessed** | Task not performed in lab, no samples available etc. |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Task** | **Level of Achievement** | **Evaluation** | | | | **Trainer’s Initials** | Date |
| 1. Demonstrate knowledge of and proficiency performing Daily/Weekly Preventative Maintenance of equipment used for routine urinalysis testing. | Perform | E | A | U | NA |  |  |
| 1. Discuss additional maintenance procedures performed in the Urinalysis section. | Discuss | Not scored | | | |  |  |
| 1. Participate in all quality control measures on a daily basis. | Perform | E | A | U | NA |  |  |
| 1. Discuss procedure for resolution of out of control results. | Discuss | Not scored | | | |  |  |
| 1. Evaluate cumulative QC date for abnormalities. | Observe | Not scored | | | |  |  |
| 1. Evaluate specimens for acceptability and take necessary action if unacceptable. | Perform | E | A | U | NA |  |  |
| 1. Demonstrate the ability to operate instrumentation used for routine urinalysis testing. | Perform | E | A | U | NA |  |  |
| 1. Demonstrate proficiency in performing the manual dipstick method. | Perform | E | A | U | NA |  |  |
| 1. Recognize interferences when they occur and resolve discrepant results. | Perform | E | A | U | NA |  |  |
| 1. Perform a minimum of 20 urine microscopic exams. At least 5 of these should be by standard microscopy (i.e. not automated) | Perform | E | A | U | NA |  |  |
| 1. Demonstrate proficiency in performing the following tests if available: | Perform | E | A | U | NA |  |  |
| 1. Clinitest | Perform | E | A | U | NA |  |  |
| 1. Sulfosalicylic Acid | Perform | E | A | U | NA |  |  |
| 1. Urine pregnancy test | Perform | E | A | U | NA |  |  |
| 1. Ictotest | Perform | E | A | U | NA |  |  |
| 1. Acetest | Perform | E | A | U | NA |  |  |
| 1. Fecal and Gastric Occult Blood | Perform | E | A | U | NA |  |  |
| 1. Others (please specify) | Perform | E | A | U | NA |  |  |

|  |  |
| --- | --- |
| **Instrumentation used for training:** | |
| **Instrument/ Methods** | **Instrument used for training** |
| Urinalysis Analyzer(s) |  |
| Point-of-care Analyzers (located in the lab) |  |
| Other (please list) |  |
|  |  |
|  |  |
|  |  |
|  |  |

**Clinical Rotation Grade Form**

**Medical Laboratory Science**

|  |  |  |
| --- | --- | --- |
| Student Name | Facility / Section | Clinical Trainer |

1. Does the student have the necessary background knowledge to perform the tasks in this discipline? Please refer to the objectives which were completed. List specific areas of knowledge deficiency.

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1. List any strong points you observed.

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1. List any categories in which you would recommend improvement.

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Clinical Instructor signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

## Appendix B: Certification Exam

Measure Description:

This measure includes results from the ASCP Board of Certification (BOC) computer adaptive competency based exam. The BOC uses a criterion-referenced examination model, which consists of three interrelated components: competency statements, content outline and taxonomy. The competency statements describe the skills and tasks the Medical Laboratory Technician (MLT) should be able to perform. The content outline delineates general categories or subtest areas of the examination and the taxonomy levels describe the cognitive skills required to answer the question. Three taxonomy levels are included in the exam: recall, interpretive skills and problem solving skills. Graduates from the AAS-MLT program are qualified to take the MLT exam. The exam results are broken down by discipline (hematology, chemistry, immunology, blood bank, urine and body fluid analysis, and microbiology and laboratory operations) this allows the program to target course specific areas for improvement. The degrees are not contingent upon passing a certification exam however; most employers require certification within one year of graduation. NAACLS has set a benchmark for certification pass rates. Accredited programs must demonstrate an average of at least 75% pass rate on the ASCP-BOC examinations, for those who take the exam within the first year of graduation as calculated by the most recent three years.

Factors that affect the collected data:

* A student may not give permission for the program director to receive a copy of the results.
* Students may miss or mislabel the school code when completing certification exam applications.
* Students may delay taking the exam.
* Sample size

How to interpret the data:

The BOC provides the program director with the student’s content and final scores plus the national averages for that particular testing period. Annual pass rates (July-June) and the three-year average are calculated to determine if the program has met the NAACLS benchmark. Three-year discipline averages are calculated and compared to university based national averages to help determine which areas of the curriculum may need improving.

The exams are designed and administered by the certifying agency. The program director accesses the exam result through a password protected website. The assessment coordinator compiles the data and analyzes it.

**Outcome**

Perform routine clinical laboratory tests in the area of urinalysis, hematology, clinical chemistry, transfusion services, and microbiology.

**Benchmarks:** Three-year pass rate on ASCP BOC: <75% not met; 75%-85% met and >85% exceeded. Program average for total score and scores on the content areas compared to average for all universities: not met UAA>50 points less than average all universities; met UAA +/-50 points from average of all universities and exceeded UAA > 50 points more than average all universities.

## Appendix C: Recent Graduate Survey

Measure Description:

The recent graduate survey asks Medical Laboratory Technology graduates to provide their current employment status and evaluate their readiness for employment after 6 months in the workplace. Additionally, students are asked about their continuing education activities and membership in professional organizations. A sample of the survey instrument is included on the following page.

Factors that affect the collected data:

* Response rate
* Sample size
* Loss of Contact

How to interpret the data:

The survey was designed by the faculty and is sent to graduates six months after program completion. Qualtrics software is used to administer and analyze the survey. The assessment coordinator compiles the data and analyzes it. The target response rate is 65% or higher. If the response rate is <65%, a note will be included in the report stating that the data may not be accurate due to the low response rate.

Questions 1, 5, and 6 provide information on the employment activities of recent graduates. Questions 2 & 3 provide information on level of commitment to the profession after graduation. Questions 7 & 8 provide the MLS Department with information on the quality of education received at UAA relative to readiness for the workplace.

**Question on Survey**

How do you feel the program prepared you for entry-level employment?

Not prepared, Prepared, or Well Prepared

**Outcome**

Perform routine clinical laboratory tests in the area of urinalysis, hematology, clinical chemistry, transfusion services, and microbiology.

**Benchmark:** Percentage of graduates responding:>10% not prepared-not met; <10% not prepared and <50% well prepared-met; <10% not prepared and >50% well prepared- exceeded.

**UNIVERSITY OF ALASKA ANCHORAGE**

**MEDICAL LABORATORY SCIENCE DEPARTEMENT**

**GRADUATE STUDENT SURVEY**

**STUDENT: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**YEAR GRADUATED: \_\_\_\_\_\_\_\_\_ DATE: \_\_\_\_\_\_\_\_**

**PROGRAM: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |
| --- | --- |
| Since graduating from the program, have you: | \_\_\_ Worked in the field: Worked in other jobs:\_\_\_\_  \_\_\_ Returned to School: Where \_\_\_\_\_\_\_\_\_\_\_\_\_ Major\_\_\_\_\_\_\_  \_\_\_ Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| What laboratory professional organization (s) do you belong to? | None \_\_\_\_ ASCP\_\_\_\_\_\_ ASCLS\_\_\_\_\_ CLSA\_\_\_\_ AMT\_\_\_\_ |
| Since graduating have you been actively involved in a professional organization by being an event volunteer, committee or board member? | Yes\_\_\_\_\_ No\_\_\_\_\_\_ |
| Have you participated in continuing education during last six months? | Yes\_\_\_\_\_ No\_\_\_\_\_\_ |
| Are you current employed? | Yes \_\_\_\_ No \_\_\_\_ |
| Please list places of employment. | Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Job Title \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Address \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Job Title \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Address \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| How do you feel the program prepared you for entry-level employment? | Not prepared \_\_\_\_ Prepared \_\_\_\_ Well prepared\_\_\_\_  Comments: |
| What areas of the curriculum were strongest?  What areas of the curriculum were weakest? | Strongest:  Weakest: |
| Other comments |  |

## Appendix D: Employer Survey

Measure Description:

The employer survey asks employers to evaluate their employees who have graduated from UAA for entry-level competence and professional capabilities. Additionally, employers are asked about staffing needs in their facility. A sample of the survey instrument is included on the following page. Employers of our graduates are clinical laboratories that hire certified medical laboratory technicians and medical laboratory scientists.

Factors that affect the collected data:

* Response rate
* Sample size
* Personal bias when answering narrative questions

How to interpret the data:

The survey was designed by the faculty and is sent to employers approximately six months from the date their employee completed the program. The assessment coordinator compiles the data and analyzes it. The target response rate is 65% or higher. If the response rate is <65%, a note will be included in the report stating that the data may not be accurate due to the low response rate. Answers to questions 1 – 3 provide basic information on the workplace environment for the particular graduate. Questions 4-7 provide information on the quality of education provided by UAA. Question 8 provides the program director with informal information on community needs.

**Question on Survey**

In your opinion, how well did our curriculum prepare the student for entry-level employment at your facility? Not prepared, Prepared, Well Prepared

**Outcome**

Perform routine clinical laboratory tests in the area of urinalysis, hematology, clinical chemistry, transfusion services, and microbiology.

**Benchmark:** Percentage of employers responding:>10% not prepared-not met; <10% not prepared and <50% well prepared-met; <10% not prepared and >50% well prepared- exceeded.

**Question on Survey**

Does the graduate have the professional capabilities required for their current position? Yes/No

**Outcome**

Demonstrate professional and communication skills to support interaction with members of the medical team, customer service, patient care and education.

Demonstrate ethical behavior behavior in the hospital or clinical setting.

**Benchmark**: Percentage of employers responding yes graduates have the professional capabilities during the assessment period: <70% not met; 70-85% met ;> 85% exceeded

**UNIVERSITY OF ALASKA ANCHORAGE**

**MEDICAL LABORATORY SCIENCE DEPARTMENT**

**EMPLOYER SURVEY**

**EMPLOYEE: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ DATE: \_\_\_\_\_\_\_\_**

**SUPERVISOR \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**FACILITY \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |
| --- | --- |
| How long has the above graduate worked under your supervision? | Less than 6 months \_\_\_\_ Other \_\_\_\_  6 months – 1 year \_\_\_\_ |
| Were you this person’s first supervisor since graduation? | Yes \_\_\_\_ No \_\_\_\_ |
| What is your job title? |  |
| In your opinion, how well did our curriculum prepare the graduate for entry-level employment at your facility? | Not prepared \_\_\_\_ Prepared \_\_\_\_ Well prepared\_\_\_\_  Comments: |
| In your opinion, which areas of the curriculum need improvement? |  |
| Does this graduate have the professional capabilities required for their current position? | Yes\_\_\_\_ No\_\_\_\_\_  Comments: |
| Would you hire other graduates from our program? | Yes\_\_\_\_ No\_\_\_\_ |
| Is the Medical Laboratory Science Department meeting your current staffing needs? | Yes\_\_\_\_ No\_\_\_\_  Comments: |
| Additional Comments |  |

## Appendix E: Alumni Survey

Measure Description:

The Alumni Survey includes questions on the current employment status of the alumni and whether or not they have advanced in the profession or returned to school to further their education. It also asks questions about continuing education and membership in a professional organization to determine participation and support for the profession. A sample survey is provided on the next page. In 2010 the survey was administered using the Qualtrics survey tool.

As of 2012, the survey is being administered to all alumni every three years.

Factors that affect the collected data:

* Response rate
* Sample size
* Loss of contact

How to interpret the data:

Questions on current employment status and advancement in the field are analyzed to determine if the graduate has found gainful employment as a laboratory professional. Certification maintenance and membership in professional organization questions are analyzed to determine if alumni are maintaining competency and are actively involved in the profession.

The survey was designed by the faculty and is sent to alumni on a three year cycle. The assessment coordinator compiles the data and analyzes it. The target response rate is 65% or higher. If the response rate is <65%, a note will be included in the report stating that the data may not be accurate due to the low response rate. If an outcome has more than one score, scores are averaged and the average is reported.

**Question on Survey**

What laboratory professional organization (s) do you belong to? In the last two years, have you been actively involved in the organization by being an event volunteer, committee or board member? \_\_\_% actively involved in a professional organization

**Outcome**

Demonstrate a commitment to the laboratory profession through active involvement in professional organizations.

**Benchmark** % alumni actively involved in the profession: not met <50%; met 50-70%; exceeded >70%

**Question on Survey**

Have you maintained your certification? \_\_\_% maintained certification

**Outcome**

Demonstrate continuing competency by certification maintenance.

**Benchmark** % alumni maintained certification: not met <70%; met 70-85%; exceeded >85%

**UNIVERSITY OF ALASKA ANCHORAGE**

**MEDICAL LABORATORY SCIENCE DEPARTEMENT**

**ALUMNI SURVEY**

**ALUMNI: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**YEAR GRADUATED: \_\_\_\_\_\_\_\_\_ DATE: \_\_\_\_\_\_\_\_**

**PROGRAM: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |
| --- | --- |
| Since graduating from the program, have you: | \_\_\_ Worked in the field: Worked in another field: \_\_\_\_\_\_  \_\_\_ Returned to School; Where \_\_\_\_\_\_\_\_\_\_\_ Major\_\_\_\_\_\_\_  \_\_\_ Additional degree(s): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_ Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| If you have obtained an advanced degree how do you feel the UAA program prepared you for this? |  |
| What laboratory professional organization (s) do you belong to? | None\_\_\_\_ ASCP\_\_\_\_\_\_ ASCLS\_\_\_\_\_ CLSA\_\_\_\_ AMT\_\_\_\_ |
| In the last two years, have you been actively involved in the organization by being an event volunteer, committee or board member? | Yes\_\_\_\_ No\_\_\_\_ |
| Have you maintained your certification? | Yes\_\_\_\_ No\_\_\_\_ |
| Are you current employed? | Yes \_\_\_\_ No \_\_\_\_ |
| Have you advanced in the profession (bench technologist to supervisor or technical specialist)? | Yes\_\_\_\_\_ No\_\_\_\_\_ |
| We would like to stay in touch with our alumni, which method works best for you? (Please check all that apply) | Facebook \_\_\_\_\_\_ Newsletter\_\_\_\_\_\_ Reunions \_\_\_\_\_\_  E-mail \_\_\_\_\_\_ |
| Other comments |  |

## Appendix F: Professional evaluation during practiucm

Measure Description:

Students are assessed on their core abilities after their first 200-level MEDT class. The faculty reviews the scores with the students and provides recommendations for improvement if needed. The students’ core abilities are assessed again prior to their clinical training. Students must receive a score of “3” or higher in each of the seven core abilities in order to enroll in practicum.

Clinical trainers complete the Core Abilities Assessment during the student practicums. Program faculty with input from the clinical trainers revised the assessment tool in 2010 to clarify and reduce the number of outcomes assessed. The outcomes relate to the affective domain of the student while in practicum. The students are evaluated in the following areas: commitment to learning, interpersonal skills, communication skills, effective use of time and resources, use of constructive feedback, problem solving and critical thinking and professionalism. A sample evaluation is provided on the next page.

Factors that affect the collected data:

* Scoring is somewhat subjective
* Students are aware of impact of scoring on their UAA practicum grade
* Interrater reliability

How to interpret the data:

Criteria are provided for clinical trainers for scoring, helping to reduce subjectivity or bias. The information provides the Program with data to assess the quality of education in the affective domain. Students must receive a “yes” score on the first 5 attributes in order to pass practicum. Students receive a grade of 70% for a “yes” on the first five attributes. Scoring “yes” on the additional attributes increases their grade.

The evaluation was designed by the faculty and is part of the practicum notebook that the students take to their clinical sites. The clinical trainers complete the evaluation. The practicum coordinator reviews the results with the student and provides each student’s average score to the assessment coordinator. The assessment coordinator computes the average score for all students evaluated during the assessment period and reports the three-year running average. The average scores are used to assess the following outcome:

**Outcome**

Demonstrate professional and communication skills to support interaction with members of the medical team, customer service, patient care and education.

Demonstrate safety standards according to Occupational Safety and Health Administration, American Association of Blood Banks, American Society for Clinical Pathology and Clinical Laboratory Improvement Amendments.

Demonstrate ethical behavior in the hospital or clinical setting.

**Benchmark-** program average on core abilities assessment-not met <70%; met 70-85%; exceeded >85%

**University of Alaska Anchorage**

**Medical Laboratory Science**

**Core Abilities Assessment Guide**

**AAS-MLT/BS-MLS**

The Core Abilities Assessment is used to evaluate the student’s professional behavior during their clinical rotations. Review the attributes and associated behaviors on the assessment forms and assess the student’s performance in each by checking the “Yes” box for those behaviors that you believe they perform well in most situations. Check “No” for those behaviors they perform poorly or inconsistently. Your assessment should be based on their current behavior and abilities in the practicum portion of their professional education.

The clinical trainer checklist includes attributes in the following areas: professional demeanor, following procedures and policies, technical competence, commitment to learning, problems solving, communication skills, interpersonal skills, effective use of time and resources, use of constructive feedback, and workplace responsibilities. Students must demonstrate appropriate behavior and be signed off with a Yes on the 5 critical core abilities in order to pass practicum. Document specific examples of No responses for attributes 1-5. Scoring with a Yes on the additional attributes will enhance their grade.

Students should have a separate Core Abilities Assessments for each of the following areas: Phlebotomy and Processing, Core Lab, Transfusion Services, Microbiology and the Alaska State Public Health Laboratory.

UAA Medical Laboratory Science

Core Abilities Assessment

Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Rotation: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Attributes 1 – 5 are critical areas for preparation for the workplace. Students must demonstrate positive behavior in each of these in order to pass practicum. **Document examples of No responses for attributes 1 – 5.**

|  |  |  |
| --- | --- | --- |
| **Core Ability** |  | |
| **Demonstrates Behavior** | Yes | No |
| 1. Maintains Professional demeanor in routine and stressful situations and maintains professional integrity. Examples: Appropriate handling of unexpected changes, appropriate responses to trainers and co-workers, professional interaction with patients and other healthcare team members, admits error or mistakes, seeks assistance in difficult situations |  |  |
| 2. Follows procedures (without shortcuts) and practicum site policies  Examples: does not deviate from established policies & procedures, questions are directed to the appropriate person, shows attention to detail, is compliant with HIPAA |  |  |
| 3. Demonstrates technical competence  Examples: Able to perform tasks with minimal or no assistance, appropriate use of procedure manuals and reference materials for testing, displays confidence after instruction |  |  |
| 4. Demonstrates appropriate problem solving skills **with trainer assistance** ( recognizes technical problem, clearly communicates to trainer, identifies process for resolution, applies process) |  |  |
| 5. Understands basic English necessary for the technical field (verbal and written instructions) |  |  |

Additional attributes which are important in preparing the student for the workplace. Positive behavior in these will enhance the core abilities portion of the practicum grade.

|  |  |  |
| --- | --- | --- |
| **Core Ability** |  | |
| **Demonstrates Behavior** | Yes | No |
| 6. Demonstrates interpersonal and teamwork skills  Examples: functions well with others in the clinical setting, helps others willingly, respects cultural and age differences in others, recognizes impact of non-verbal communication, restates or clarifies messages |  |  |
| 7. Performs assigned tasks in a timely manner and demonstrates the ability to multitask |  |  |
| 8. Seeks unsolicited tasks when assigned work is completed or uses downtime for studying |  |  |
| 9. Uses proper telephone etiquette – critical value calls, inquiries on results, test add-ons, etc. (mark N/A if student is not allowed to use the telephone) |  |  |
| 10. Demonstrates appropriate problem solving skills **without trainer assistance** ( recognizes technical problem, clearly communicates to trainer, identifies process for resolution, applies process) |  |  |
| 11. Demonstrates commitment to learning:   * Seeks learning experiences in addition to assigned tasks * Asks relevant questions * Seeks outside resources to fill gaps in knowledge |  |  |
|  |  |
|  |  |
|  |  |
| 12. Demonstrates appropriate response to constructive criticism   * Seeks constructive criticism and integrates feedback from clinical trainer * Assesses own performance accurately * Develops a plan of action in response to feedback * Moves forward when mistakes are made |  |  |
|  |  |
|  |  |
|  |  |
|  |  |
| 13. Workplace responsibilities:   * Arrives on time for practicum rotations and begins work promptly * Follows procedures for reporting absences * Leaves work area clean, neat, and with supplies/reagents replenished * Informs clinical trainer with leaving work area |  |  |
|  |  |
|  |  |
|  |  |
|  |  |

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student Signature / Date Trainer Signature / Date

## Appendix G: Job Placement

Measure Description:

The program director maintains a list of graduates that have provided information on job placement either by e-mail or through the recent graduate survey. Graduates hired for entry-level jobs is an indicator that previous UAA graduates demonstrated entry-level competencies and employers are willing to hire additional UAA graduates.

Factors that affect the collected data:

* Graduates may not report employment or complete the recent graduate survey
* Job market may be saturated and graduates are unwilling to relocate

**Outcome**

Perform routine clinical laboratory tests in the area of urinalysis, hematology, clinical chemistry, transfusion services, and microbiology.

**Benchmarks:** NAACLS requires accredited programs meet the following benchmark, three year consecutive results of graduate placement rates demonstrates an average of at least 70% of respondent graduates either finding employment in the field or a closely related field, or continued their education within one year of graduation**.**  The benchmark for UAA assessment is: <70% not met; 70-85% met and >85% exceeded.

## Appendix H: Graduation rates

Measure Description:

The program director maintains a spreadsheet documenting the date students enter the second half of the program and the date they graduate or leave the program. An explanation on why a student left the program is provided when available. Entry into the second half of the AAS-MLT program is defined as enrollment in a student’s first 200-level MEDT course.

Factors that affect the collected data:

* The BS-MLS and AAS-MLT programs are articulated and students may switch programs once enrolled. This may affect enrollment numbers reported in the NAACLS Annual Survey.

**Outcome**

Demonstrate professional and communication skills to support interaction with members of the medical team, customer service, patient care and education.

**Benchmarks:** NAACLS requires accredited programs meet the following benchmark, three year consecutive results of graduation rates demonstrating an average of at least 70% of students who have begun the final half of the program go on to successfully graduate from the program as calculated by the most recent three year period.