Cover Sheet for Academic Program Assessment Plans

Directions: Please complete a separate cover sheet for each academic program of study. Feel free to make copies of this sheet if needed. Those graduate programs with an integrated master's and doctoral program may submit one cover sheet. The department chair and respective dean are to sign before the plans are submitted to the Provost.

Department / Unit: Education, Health + Human Resources

Title and Level of Academic Program (e.g., Chemistry, Ph.D.): AAS in MLT

When submitting an Assessment Plan, please check and indicate when the faculty endorsed the plan.

☐ Faculty have met, reviewed, and endorsed the Assessment Plans being submitted for this degree program. Date of Endorsement: 2/2/2016

Signature: 
Date: 2/6/2016

Signature: 
Date: 2/2/2016

1 Academic Program of Study is defined as an approved course of study leading to a certificate or degree reflected on a UNM transcript. A graduate-level program of study typically includes a capstone experience (e.g., thesis, dissertation, professional paper or project, comprehensive exam, etc.).
A. **College, Department and Date**

1. College: UNM-Gallup Campus  
2. Department: Education, Health and Human Resources  
3. Date: October 2014

B. **Academic Program of Study***  
   Associate of Science in Medical Laboratory Technology

C. **Contact Person(s) for the Assessment Plan**  
   Corine Lei Gonzales, MLT Faculty  
gonzalesc@unm.edu  
(505)863-7598

D. **Broad Program Goals & Measurable Student Learning Outcomes**  
1. **Broad Program Learning Goals for this Degree/Certificate Program**

   The UNM-G MLT Program is designed to prepare graduates for employment in hospital and medical clinic laboratories as entry-level laboratory professionals, and to build in them a solid foundation of knowledge, skills and abilities to undertake additional study for advanced degrees. To this end, the MLT Program has identified the following goals:

   A. Provide high quality education and training that enables graduates to pass the MLT board examinations.
   B. Provide high quality education and training that enables graduates to obtain suitable employment in the healthcare field.
   C. Provide high quality education and training that enables graduates to continue their formal educations by transferring to four-year colleges or universities to earn a Bachelor's Degree.
   D. Meet the staffing needs of local and regional healthcare facilities by providing graduates with the knowledge, skills and abilities needed to meet performance standards for hospital and medical laboratories.

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2. List of Student Learning Outcomes (SLOs) for this Degree/Certificate Program
   a. Student will identify and explain the theory and principles behind medical laboratory procedures.
   b. Student will interpret laboratory data and recognize if follow-up testing is necessary.
   c. Student will explain specimen processing and handling procedures and criteria for rejection.
   d. Student will recognize and resolve discrepancies in laboratory test results.
   e. Student will demonstrate competency in performing laboratory tests.
   f. Student will perform manual, automated or semi-automated procedures in laboratory testing.
   g. Student will perform quality control procedures in different areas of the laboratory.
   h. Student will demonstrate ethical behavior in classroom and clinical settings including patient confidentiality.
   i. Student will demonstrate effective communication and good interpersonal relationship among other students, didactic and clinical instructors, patients and staff in the academic and clinical settings.

   All programs are expected to measure some outcomes annually and to measure all priority program outcomes at least once over two consecutive three-year review cycles. Describe below the plan for the next three years of assessment of program-level student learning outcomes.

1. Student Learning Outcomes

Relationship to UNM Student Learning Goals (insert the program SLOs and check all that apply):

<table>
<thead>
<tr>
<th>Program SLOs</th>
<th>Knowledge</th>
<th>Skills</th>
<th>Responsibility</th>
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<tbody>
<tr>
<td>a. Student will identify and explain the theory and principles behind medical laboratory procedures.</td>
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2. **How will learning outcomes be assessed?**
   A. **What:**
   i. *For each SLO, briefly describe the means of assessment, i.e., what samples of evidence of learning will be gathered or measures used to assess students’ accomplishment of the learning outcomes in the three-year plan?*

   ii. *Indicate whether each measure is direct or indirect. If you are unsure, then write “Unsure of measurement type.” There is an expectation that at least half of the assessment methods/measures will be direct measures of student learning. [See http://www.unm.edu/~assess/ToolsAndTemplates.html]*

   iii. *Briefly describe the criteria for success related to each direct or indirect means of assessment. What is the program’s performance target (e.g., is an “acceptable or better” performance by 60% of students on a given measure acceptable to the program faculty)? If scoring rubrics are used to define qualitative criteria and measure performance, attach them to the plan as they are available.*

*Adapted from Kansas State University Office of Assessment*
B. **Who**: State explicitly whether the program’s assessment will include evidence from all students in the program or a sample. Address the validity of any proposed sample of students.

3. **When will learning outcomes be assessed? When and in what forum will the results of the assessment be discussed?**

[Briefly describe the timeframe over which your unit will conduct the assessment of learning outcomes selected for the three-year plan. For example, provide a layout of the semesters or years (e.g., 2008-2009, 2009-2010, and 2010-2011), list which outcomes will be assessed, and which semester/year the results will be discussed and used to improve student learning (e.g., discussed with program faculty, interdepartmental faculty, advisory boards, students, etc.).]

4. **What is the unit’s process to analyze/interpret assessment data and use results to improve student learning?**

   Briefly describe:
   
   1. who will participate in the assessment process (the gathering of evidence, the analysis/interpretation, recommendations).
   2. the process for consideration of the implications of assessment for change:
      - to assessment mechanisms themselves,
      - to curriculum design,
      - to pedagogy
      ...in the interest of improving student learning.
   3. How, when, and to whom will recommendations be communicated?

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<td>direct</td>
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*Adapted from Kansas State University Office of Assessment*
<p>| Student will explain specimen processing and handling procedures and criteria for rejection. | written exams, recitation, class participation | direct | - Freshmen students will obtain a cumulative grade of at least 75% on didactic courses. - Practicum students will obtain an average grade of at least 75% in exams per content area and comprehensive exam. | freshmen class and practicum (graduating) students | periodically throughout semester for freshmen class; at the end of every rotation for practicum students |
| Student will recognize and resolve discrepancies in laboratory test results. | written exams, recitation, class participation | direct | - Freshmen students will obtain a cumulative grade of at least 75% on didactic courses. - Practicum students will obtain an average grade of at least 75% in exams per content area and comprehensive exam. | freshmen class and practicum (graduating) students | periodically throughout semester for freshmen class; at the end of every rotation for practicum students |
| Student will demonstrate competency in performing laboratory tests. | laboratory exercises, practical exams, clinical practicum performance evaluation guide and general skills list | direct | - Students in the freshmen group will obtain an average of 75% in classroom lab activities. - Practicum students will obtain an average of 80% on their performance evaluation assessments. | freshmen class and practicum (graduating) students | periodically throughout semester for freshmen class; at the end of every rotation for practicum students |
| Student will perform manual, automated or semi-automated procedures in laboratory testing. | laboratory exercises, practical exams, clinical practicum performance evaluation guide and general skills list | direct | - Students in the freshmen group will obtain an average of 75% in classroom lab activities. - Practicum students will obtain an average of 80% on their performance evaluation assessments. | freshmen class and practicum (graduating) students | periodically throughout semester for freshmen class; at the end of every rotation for practicum students |
| Student will perform quality control procedures in | laboratory exercises, practical exams, clinical | direct | - Students in the freshmen group will obtain an average of 75% in | freshmen class and practicum (graduating) students | periodically throughout semester for freshmen |</p>
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<th>Student will demonstrate ethical behavior in classroom and clinical settings including patient confidentiality.</th>
<th>professional behavior assessment by didactic and clinical instructors</th>
<th>Direct and indirect</th>
<th>- Students (freshmen and graduating) will obtain a score of at least 80% on professional behavior assessment.</th>
<th>freshmen class and practicum (graduating) students</th>
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<td>different areas of the laboratory</td>
<td>practicum performance evaluation guide and general skills list</td>
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</table>
Please read and accept the annual assessment comments.

Forward to your Spring 2016 report.

Assessment Group:onde

Understand your comments.

Please ensure you understand your comments.

Recommendations and feedback for the future (e.g., Reporting assessment activities and results)

Thank you

Feedback on immediate actions that are needed before approval:

[ ] Assessment Plan Approved
[ ] Revision Needed (see first feedback section below)

Decision (check one):

[ ] Taken

Date of Decision:

9/10/16

Action Decided by the College Assessment Review Committee (CARC):

Guiding Questions

1. Leads to data of real value?
2. Make sense?
3. Clearly leads to improvement?
4. Do these align?
5. Double/Sustained?

How useful will data be for conversation?

Improvement?