

Marshall University
2006-2007 Undergraduate Assessment Report
Medical Technology (MT)

I. Assessment Activities

A. Program Goals:

Instructional Goals

1. Prepare graduates with attitudes, knowledge, and skills that prepare them for career entry into the clinical laboratory workforce as a Medical Technologist (MT)/Clinical Laboratory Science (CLS).
2. Prepare graduates to continue learning advanced technical knowledge about human health and disease.
3. Prepare graduates with knowledge and experience necessary for national certification as a MT/CT.
4. Prepare graduates with the basis for continuing their undergraduate education in the medical technology bachelor of science degree program.

Curriculum and Accreditation Goals

1. The MT Program will maintain accreditation by the National Accrediting Agency for Clinical for Clinical Laboratory Sciences (NAACLS).
2. Faculty in the MT program will continuously develop their general and professional knowledge and teaching skills through formal continuing education and personal study.
3. Faculty of the MT program will continuously improve the MT program curriculum to meet the changing needs of students, accreditation agencies, and prospective employer.
4. Faculty of the MT program will provide opportunities for clinical faculty to develop teaching and evaluation skills in the clinical practicum setting.

Student Learning Goals

1. Require each student to have demonstrated at least minimum levels of proficient performance and knowledge of each clinical specialty studied in the pre-clinical portions of the program including advanced clinical hematology, clinical chemistry, clinical immunohematology and clinical microbiology as well as laboratory instrumentation and laboratory supervision courses.
2. Require each student to complete a senior capstone experience to learn introductory research methods to further prepare the student for entry level careers in Medical Technology.

3. Participation in MT graduate interview as part of assessment day activities each Spring.

Faculty Development Goals

1. The MT program faculty will maintain a continuing record of their personal academic coursework, professional continuing education or other educational activities undertaken.
2. The MT program clinical Program faculty will encourage continuing education activities of the clinical (Hospital based) instructors, and review such records for the MT Program accreditation file.
3. MT program faculty will meet annually for the purpose of improving course content, instructional effectiveness and overall curriculum.
4. MT program faculty will review multiple sources of information regarding performance of students, graduates, faculty and clinical facilities used by students will be evaluated and used to improve course content and overall curriculum.
5. MT program faculty will track and evaluate the performance by successive class graduates taking national certifying examinations to identify program strengths and weaknesses.
6. MT program faculty will strive to maintain high levels of instruction and instructional outcomes at affiliated hospital laboratories during the clinical practicum phase of the program.
7. MT program faculty will make curriculum and instructional changes to improve the program in response to information gathered as part of the assessment process.

B. BOT Initiative 3 Compliance:

CLS faculty assessed program performance reports provided by ASCP Board of Registry MT certification examination. Individual graduate performance, overall pass rates, and specialty scores were compared to national performance figures.

C. Learning Outcomes/Data Collection:

Student Outcome	Person or Office Responsible	Assessment Tool or Approach	Standards/Benchmark	Results/ Analysis	Action Taken
<i>Pre-clinical Outcome:</i> The student will demonstrate knowledge, skills and competencies that prepare them for entry into clinical practicum	CLS Faculty	Review of individual course grades in CLS 410, 421, 464 and 460 courses for Fall 2006 and Spring 2007	Students must achieve a minimum of 70% in all CLS courses in order to be eligible for clinical rotations	4 students entered the pre-clinical courses and all 4 students successfully achieved the minimum performance standard making them eligible for advanced clinical rotation.	
<i>Clinical Practicum Outcome:</i> The student will demonstrate knowledge, skills and competencies to prepare them for entry into the workforce as a Medical Technologist.	Clinical Faculty at hospital sites	Practical Exams in each Clinical Section (CLS 472 and CLS 473) in Spring 2007.	Minimum of 70% on all practical exams in all sections	All 4 students achieved above minimum standards.	
	Clinical Faculty at hospital sites MT Clinical Coordinator	Final Examinations (case study based) in each clinical section	Students have two attempts to achieve a minimum score of 70% on each final examination at the end of each clinical rotation	All 4 students achieved above minimum standards.	
	Clinical Faculty at hospital sites	Performance Evaluation	Evaluation of supervising clinical instructor in such areas as quality and	All 4 students achieved above minimum standards	Content of the Performance Evaluation Record

			quantity of work, application of knowledge, demonstrations of initiative, interpersonal relationships, communication, dependability and integrity, judgment and analytical ability	on evaluations.	is under review due to the subjective nature of the criteria
	American Society of Clinical Pathology Board of Registry (BOR)	National Medical Laboratory Technician BOR Examination	100% passage of exam on first attempt	Results for Fall 2006 – Summer 2007	

II. Plans for the current year:

The MLT faculty will re-evaluate the exams given on WebCT to ensure that they are more reflective of knowledge gained during CLS lecture courses and clinical rotations. MLT students will have exit interviews/surveys administered before leaving the program to better assess the quality of their experiences.

III. Assistance Needed:

The help of the Office of Assessment is requested to aid in designing a valid assessment survey or interview process that is appropriate for graduating MLT students.

IV. The one most important thing that the MLT program learned through this process:

One thing that was discovered through this process is that the MLT program needs to focus more on “student learning outcomes criteria”. The development of appropriate grading rubrics would serve this program well.