Assessment Record For: Phlebotomy
Assessment Period Covered: 2006 - 2007
Date Plan Submitted for Review: November 27, 2006
Plan Approval Date: 
Contact Person in Program: Darla Petersen

Faculty Signatures: ____________________________               ____________________________

Assessment of Learners’ Content, Knowledge/Skills

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<th>Program Core Competencies:</th>
<th>Assessment Strategies:</th>
<th>When strategies will be implemented:</th>
<th>Results:</th>
<th>Analysis of the results:</th>
<th>Recommendations:</th>
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<td>Demonstrate standard safety practices for the medical laboratory professions.</td>
<td>“Expectation of student performance” (Who, what, where, how)</td>
<td>Early-, mid-, close of semester</td>
<td>Assessment results of students implementing standard safety practices in the laboratory show 100% compliance.</td>
<td>Positives &amp; opportunities for improvement</td>
<td>No changes needed. However, the Phlebotomy faculty will continue to monitor effectiveness of standard safety practices curriculum.</td>
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**Expectation:** Students will be observed in a laboratory setting and be graded on a pass/fail rubric.

**Strategies:** The Program Director, Phlebotomy Faculty, and Education Coordinator at the internship site will evaluate each student for this program core competency.

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**Results:** 

**Analysis of the results:**

**Positive:** The Phlebotomy program curriculum teaches Phlebotomy students how to be safe in a medical laboratory environment.

**Opportunity:** The Program Director, Phlebotomy Faculty, and the Education Coordinator at the internship site will continue to assess this program core competency, and as industry changes occur, will make the necessary curriculum.
The internship site will observe students in a laboratory setting to assure that students are:

- using personal protective equipment
- demonstrating proper safety techniques
- properly disposing of infectious waste

**Perform basic phlebotomy procedures that include both venipuncture and capillary techniques.**

The Program Director and Phlebotomy Faculty will evaluate each student for this program core competency.

**Expectation #1:** Students will be observed in a classroom laboratory setting and be graded on an Expected Observable Performance Competency Sheet for both venipuncture and capillary techniques.

**Conditions for testing:**
- A patient of any age
- Request for

**Strategies are implemented at the latter part of the first semester of the Phlebotomy program, after the students have had classroom laboratory training practice, and are continued through the internship experience.**

**Expectation #1:** Assessment results of Expected Observable Performance Competencies for both venipuncture and capillary techniques show that by the end of the training period, 100% of the students meet the expectations of the evaluation.

**Expectation #2:** Assessment results of students being observed in a laboratory setting and graded on a pass/fail rubric reveal a 100% Pass rate.

**Positive:** The Phlebotomy program curriculum is very effective in teaching the students how to perform phlebotomy procedures that include both venipuncture and capillary techniques.

**Opportunity:** The Program Director, Phlebotomy Faculty, and the Education Coordinator at the internship site will continue to assess this program core competency, and as industry changes occur, will make the necessary curriculum changes.

**No changes are needed at this time. This competency will continue to be assessed.**
multiple blood samples
- Readily available equipment
- Previous student laboratory training practice
- Student has been given a copy of observable performance sheet at start of training period
- No references may be used or questions asked

**Expectation #2:**
Students will be observed in a laboratory setting and be graded on a pass/fail rubric.

**Strategies:** The Program Director, Phlebotomy Faculty, and Education Coordinator at the internship site will observe students in classroom and laboratory settings to assure that students are competent in performing basic phlebotomy procedures that include both
| venipuncture and capillary techniques. | Not assessed 2006-2007 |  |  |  |
## Assessment of Learners’ Content, Knowledge/Skills

<table>
<thead>
<tr>
<th>Institutional Core Competencies:</th>
<th>Assessment Strategies: “Expectations of student performance”</th>
<th>When strategies will be implemented: Early, mid, close of semester</th>
<th>Results: Outcomes of assessment efforts</th>
<th>Analysis of the results: Positives &amp; opportunities for improvement</th>
<th>Recommendations: Changes made to program/instruction to address results</th>
</tr>
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<td>Math Logic Critical Thinking Professionalism Communication Technology Citizenship</td>
<td>1. Each graduate will demonstrate all six of the institutional core competencies through enrollment in technical program courses that are designed to increase student knowledge of these competencies. 2. Each graduate will demonstrate all six of the institutional core competencies with employers/employees/customers during the internship rotation. 3. Each graduate will demonstrate all six of the institutional core competencies with employers/employees/customers in the work place.</td>
<td>1. Students are evaluated continuously throughout their enrollment in the Phlebotomy program using papers with set expectations/set grading scales, examinations, lectures with set expectations, projects with set expectations/grading scales, and observable performance evaluations with set expectations. 2. Students are surveyed at the time of graduation as part of their graduation exit procedure—SCC exit survey as well as Phlebotomy internal program survey. 3. Employer/Employee/Graduate</td>
<td>Assessment outcome results show that the Phlebotomy program curriculum is quite effective in helping students to improve on the skills associated with all of the six institutional competencies, except Technology Literacy. Student assessment of the Technology Literacy institutional core</td>
<td>Positive: Students in the Phlebotomy program consistently scored the 2006 – 2007 Institutional Core Competencies Survey at a higher level than that of the 2005-2006 survey. Results of 2006 – 2007 survey show improved satisfaction of the students with the Phlebotomy program curriculum in helping to provide the</td>
<td>The institutional core competencies will continue to be assessed in 2007 – 2008.</td>
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<td></td>
<td>Internal Program Surveys are mailed out to the hospital/clinic laboratories one year after the student graduates from the program.</td>
<td>competency showed only 50% of the students felt SCC had a lot to do with improving this skill.</td>
<td>skills associated with the institutional core competencies.</td>
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Assessing Learner Reactions and Responses to Instruction

Assessment also includes keeping tabs on Learner Responses and Reactions to instruction, materials, etc. When we are aware of these responses and reactions, we are doing a type of “formative assessment.” Formative assessment is done during a project, a program, or a class which is timed so that changes can still be made, based on the assessment results. Sample Strategies to assess learner reactions and responses are 5 and 5 Formative Assessment (see Research Office for facilitation); surveys of students asking their reactions/responses to instruction or the material; focus groups (GroupSystems works well here); and assortment of CATS (Classroom Assessment Techniques). CATS that work well include the One-Minute Paper, Muddiest Point, RePhrase in Your Own Words in 60 Seconds, Draw a Concept Map…and many others.

<table>
<thead>
<tr>
<th>Strategies for Assessing Learners’ Reactions and Responses to Instruction</th>
<th>When strategies will be implemented: Early, mid, close of semester</th>
<th>Results: Outcomes of assessment efforts</th>
<th>Recommendations: Changes made to program/instruction to address results</th>
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<td>Course instructors use classroom assessment techniques (CATS) in courses throughout the program. Examples include: concept maps, group presentations, and projects</td>
<td>Course curriculum dictates when CATS are implemented during the semester.</td>
<td>Outcome results of this assessment strategy show that the students enjoy the different CATS utilized by course instructors.</td>
<td>Phlebotomy course instructors will continue to research, develop, and implement CATS to address student learning styles.</td>
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<td>Anonymous surveys are used to evaluate program technical courses.</td>
<td>The anonymous survey strategy is implemented at the midterm of the semester, and the end of the semester.</td>
<td>Outcome results of this assessment strategy show that the students appreciate/respect the opportunity to provide course implementation/course improvement/instructor facilitation feedback.</td>
<td>Recommendations for program/instruction changes depend on the anonymous survey results provided by the students each semester. The Program Director and Phlebotomy faculty will discuss survey results and when the curriculum dictates, make the needed program/instruction changes.</td>
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<td>Students evaluate their perception of their own preparation for a career as a Phlebotomist through the use of the Program Graduate survey one year after graduation.</td>
<td>Graduates of the program complete a survey one year after graduation to obtain their opinion of their preparation for entry level Phlebotomy employment.</td>
<td>Outcome results of this assessment strategy have yet to be compiled by the Research, Planning, and Development Department</td>
<td>This assessment strategy will continue to be assessed in 2007-2008.</td>
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