



**Cycle: 2018-2021**

**CERTIFICATE IN APPLIED SCIENCE WITH A MAJOR IN PHLEBOTOMY**

**Program Mission Statement:**

The mission of the Phlebotomy program is to provide a high quality, educational program that prepares the student to achieve entry-level phlebotomy competencies. Graduates are prepared to take the discipline specific entry level national certification exam and practice as ethical and competent phlebotomists.

**Division:** Health and human services

**AVP:** Dan Averette

**Department Chair:** Dawn Nelson

**Director:** Dawn Nelson

**SACSCOC Standard:** 8.2A

**Accrediting Agency:**  Yes  No

**Name:** NA

**Certification Exam(s):**  Yes  No

**Agency Name:** America Society of Clinical Pathology

**Credential:** PBT (ASCP)

Program Student Learning Outcome	Monitoring Year
<b>Critical Thinking:</b> Integrate, and unify skills, knowledge and attitudes necessary for success within the phlebotomy profession body of knowledge.	2018-2019 2019-2020 2020-2021
<b>Professionalism:</b> Demonstrate respect for the rights of the patients, colleagues, and other health professionals and perform duties in a manner that is within the constraints of legal, moral, and ethical conduct.	2018-2019
<b>Quality and Safety:</b> Conduct all clinical and administrative work with care and accuracy while demonstrating a commitment to accepted safety practices.	2018-2019 2019-2020 2020-2021

## STUDENT LEARNING OUTCOMES FOR CAS.PBT – 2018-2019

A. Student Learning Outcomes	B. What courses are SLOs Assessed	C. Methods for Outcomes Assessment	D. Expected Level of Program Performance	E. Data Collection	F. Results	G. Plan For Improvement
What should the graduates of your program be able to do?	Where do you see evidence that the student can do these things?	How does your program evaluate student/graduate skills/abilities?	What is the expected level of student performance <u>for the program</u> ?	How and when will you collect the data needed to evaluate the performance of the program?	What are the results of the evaluation? <b>NOTE: include student ratio with all results.</b>	How will you use this information to improve the program
<p><b>Professionalism:</b> Demonstrate respect for the rights of the patients, colleagues, and other health professionals and perform duties in a manner that is within the constraints of legal, moral, and ethical conduct.</p>	<p>AHS 205 Medical Ethics- this is a shared course with the MED, LPN and PBT students. After fall of 2019 the course will be required for the PBT program but an open elective for Health Science students.</p>	<p>Artifacts used for this PSLO was module exam I, the foundations of medical ethics and the first discussion board question on the Tuskegee Syphilis Research Project.</p>	<p>80% of the students will receive 70% or higher</p>	<p>Fall of 2019</p>	<p>8 out of 10 students (80%) received a 70% or higher on module I exam. The Tuskegee discussion board 7 out of 10 students (70%) received 70% or higher on the discussion board</p> <p>The lowest score for Module I artifact was 62% and the highest was 100%.</p> <p>The lowest score for the Tuskegee discussion board artifact was 0% and the highest was 100%.</p>	<p>The expected level of learning was not met.</p> <p>Faculty believe the Tuskegee discussion question is more difficult than the others. We have moved this question to the 2<sup>nd</sup> discussion board question for the course and this gives students more time for feedback on discussion board expectations.</p> <p>This course will be taught again in spring of 2020.</p>

## STUDENT LEARNING OUTCOMES FOR CAS.PBT – 2018-2020

A. Student Learning Outcomes	B. What courses are SLOs Assessed	C. Methods for Outcomes Assessment	D. Expected Level of Program Performance	E. Data Collection	F. Results	G. Plan For Improvement
What should the graduates of your program be able to do?	Where do you see evidence that the student can do these things?	How does your program evaluate student/graduate skills/abilities?	What is the expected level of student performance <u>for the program</u> ?	How and when will you collect the data needed to evaluate the performance of the program?	What are the results of the evaluation? <b>NOTE: include student ratio with all results.</b>	How will you use this information to improve the program
<p><b>Critical Thinking:</b> Integrate, and unify skills, knowledge and attitudes necessary for success within the phlebotomy profession body of knowledge.</p>	AHS 141 Phlebotomy for Healthcare Providers	Artifacts used for this PSLO was a cumulative review of the collection tube type test across three cohorts fall of 2018, fall of 2019 and fall of 2020.	80% of the students will receive 70% or higher	Fall terms 2018, 2019, 2020.	<p>19 out of 23 students (82.6%) received a 70% or higher on the artifacts chosen for this assessment.</p> <p>The lowest score for this artifact was 0% and the highest was 100%.</p>	The expected level of learning was met. Will continue to use performance metrics to evaluate results.

## STUDENT LEARNING OUTCOMES FOR CAS.PBT – 2019-2020

A. Student Learning Outcomes	B. What courses are SLOs Assessed	C. Methods for Outcomes Assessment	D. Expected Level of Program Performance	E. Data Collection	F. Results	G. Plan For Improvement
What should the graduates of your program be able to do?	Where do you see evidence that the student can do these things?	How does your program evaluate student/graduate skills/abilities?	What is the expected level of student performance <u>for the program</u> ?	How and when will you collect the data needed to evaluate the performance of the program?	What are the results of the evaluation? <b>NOTE: include student ratio with all results.</b>	How will you use this information to improve the program
<p><b>Professionalism:</b> Demonstrate respect for the rights of the patients, colleagues, and other health professionals and perform duties in a manner that is within the constraints of legal, moral, and ethical conduct.</p>	<p>AHS 205 Medical Ethics- this is a shared course with the MED, LPN and PBT students. After fall of 2019 the course will be required for the PBT program but an open elective for Health Science students.</p>	<p>Artifacts used for this PSLO was module exam I, the foundations of medical ethics and the first discussion board question on the Tuskegee Syphilis Research Project.</p>	<p>80% of the students will receive 70% or higher.</p>	<p>Spring of 2020</p>	<p>20 out of 20 students (100%) received a 70% or higher on module I exam. The Tuskegee discussion board 19 out of 20 students (95%) received 70% or higher on the discussion board</p> <p>The lowest score for Module I artifact was 75% and the highest was 95%.</p> <p>The lowest score for the Tuskegee discussion board artifact was 0% and the highest was 100%.</p>	<p>The expected level of learning was met. Will continue to use performance metrics to evaluate results.</p> <p>The improvement recommended in fall of 2019 to move the Tuskegee discussion board (DB) to the second DB question required showed higher level of student success.</p> <p>However, it should be noted only 2/20 students were PBT students. AHS 205 is an open elective for Health Science students. This will change in Spring of 2022, only PBT students will be taking this class.</p>

## STUDENT LEARNING OUTCOMES FOR CAS.PBT – 2018-2021

A. Student Learning Outcomes	B. What courses are SLOs Assessed	C. Methods for Outcomes Assessment	D. Expected Level of Program Performance	E. Data Collection	F. Results	G. Plan For Improvement
What should the graduates of your program be able to do?	Where do you see evidence that the student can do these things?	How does your program evaluate student/graduate skills/abilities?	What is the expected level of student performance <u>for the program</u> ?	How and when will you collect the data needed to evaluate the performance of the program?	What are the results of the evaluation? <b>NOTE: include student ratio with all results.</b>	How will you use this information to improve the program
Integrate, and unify skills, knowledge and attitudes necessary for success within the phlebotomy profession body of knowledge. <b>(Critical Thinking)</b>	MLT 101 Introduction to Medical Laboratory Technology.	Artifacts used for this PSLO was a cumulative review of the clinical chemistry exam across three cohorts spring of 2019, spring of 2020 and spring of 2021.	80% of the students will receive 70% or higher.	Spring terms 2019, 2020, 2021.	15 out of 15 students (100%) received a 70% or higher on the artifacts chosen for this assessment.  The cohort average for this assessment was 93.3%.  The lowest score for this artifact was 79% and the highest was 100%.	The expected level of learning was met. Will continue to use performance metrics to evaluate results.

## STUDENT LEARNING OUTCOMES FOR CAS.PBT – 2020-2021

A. Student Learning Outcomes	B. What courses are SLOs Assessed	C. Methods for Outcomes Assessment	D. Expected Level of Program Performance	E. Data Collection	F. Results	G. Plan For Improvement
What should the graduates of your program be able to do?	Where do you see evidence that the student can do these things?	How does your program evaluate student/graduate skills/abilities?	What is the expected level of student performance <u>for the program</u> ?	How and when will you collect the data needed to evaluate the performance of the program?	What are the results of the evaluation? <b>NOTE: include student ratio with all results.</b>	How will you use this information to improve the program
<p><b>Quality and Safety:</b> Conduct all clinical and administrative work with care and accuracy while demonstrating a commitment to accepted safety practices.</p>	AHS 144- Phlebotomy Clinical Practicum	Artifacts used for this PSLO was the cohort average for two psychomotor task sheets. The Affective Behavior evaluation tool covers all clinical and administrative tasks and evaluated by the clinical preceptor. The 2 <sup>nd</sup> item is the final phlebotomy check-off done by the course instructor.	<p>The expectation for this artifact is higher than previous course work.</p> <p>95% of the students will receive 85% or higher.</p>	Spring of 2021	<p>5 out of 5 students 100% received 85% or higher on the artifacts chosen for this Assessment.</p> <p>The cohort average for both artifacts was 93.49%.</p> <p>The lowest average of both artifacts was 91.5% with the highest average of both artifacts was 94.6%.</p>	The expected level of learning was met. Will continue to use performance metrics to evaluate results.

## CONTINUOUS STUDENT IMPROVEMENT

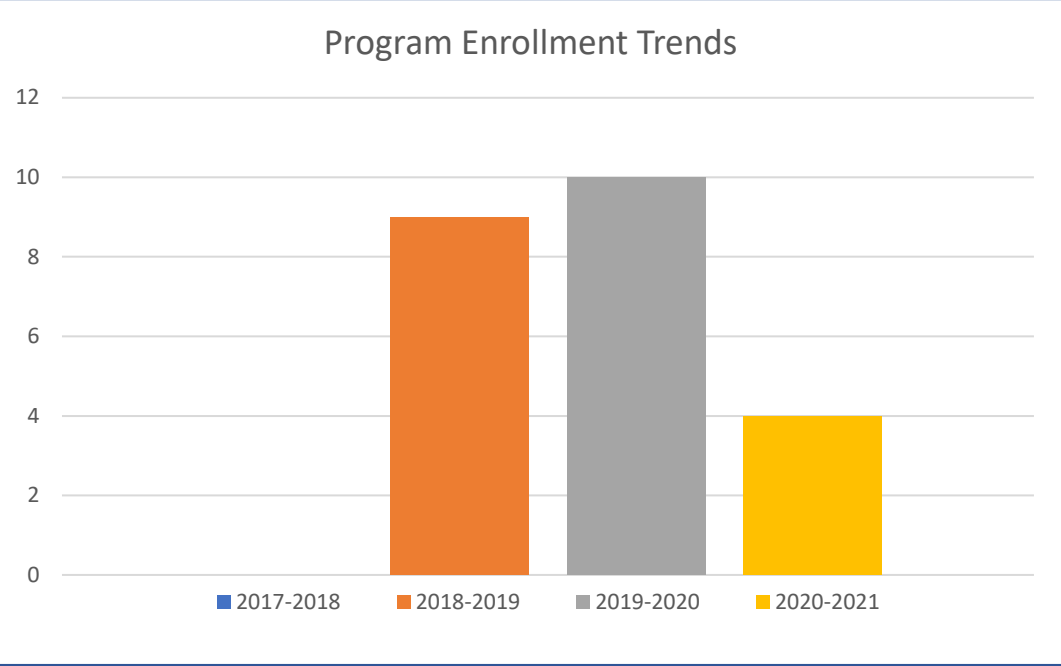
### **This Cycle's Results and Comparison to Last Cycle's and Recommended Actions:**

There have been several significant changes since the last assessment cycle. We had transitioned the program to a 3-semester certificate as a Clinical Laboratory Assistant. This program was the phlebotomy program with a third semester added with an additional laboratory concept class and a second clinical rotation in the laboratory. The core classes AHS 141 and AHS 144 remained the same. The concept of this program was approved by advisory committee, but the application and the execution of the third semester, clinical rotation was a complete failure. The clinical affiliates did not know what to do with the students in clinical for the "Clinical Lab Assistant" component of training. We could not provide a consistent clinical experience for this component. Faculty decided to discontinue and revert back to the 2-semester PBT program. We made this transition with the 2018-2019 cohort.

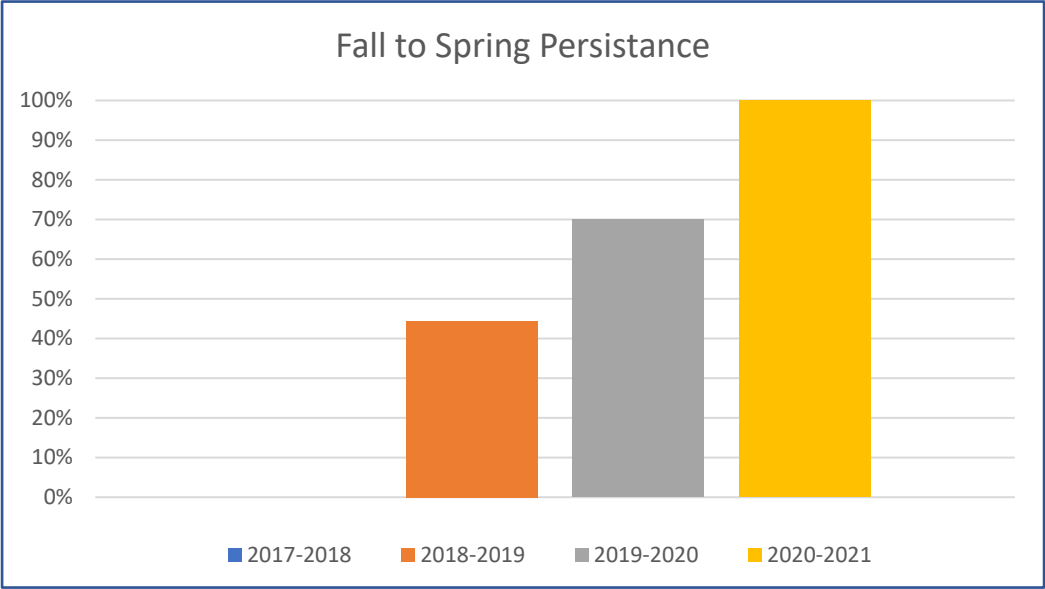
Faculty have discussed the possibility of changing the PBT program to a one semester format. However, it would have to be 16 credit hours to qualify for financial aid. The two-semester format allows students to manage course load and clinical expenses (immunizations, background check, drug screen and uniforms). This can be a financial burden for some students and would be more severe in a one-semester format. The PBT program serves two purposes for our student demographic. The first, is an opportunity for a health care position, for those who do not have academic skills for the rigor of nursing or allied health curriculums. Secondly, students use it as opportunity for employment and then continue on with other health career goals. Phlebotomy offers a birds-eye view of many health care professions in a hospital setting.

**Note:** Licensure Pass Rates are not monitored for this program. The program ensures graduates meet all requirements to take the National ASCP certification exam for phlebotomy. However, certification is not required for employment. Any graduate who wishes to take the exam, the program director will complete all paper work necessary to endorse the student.

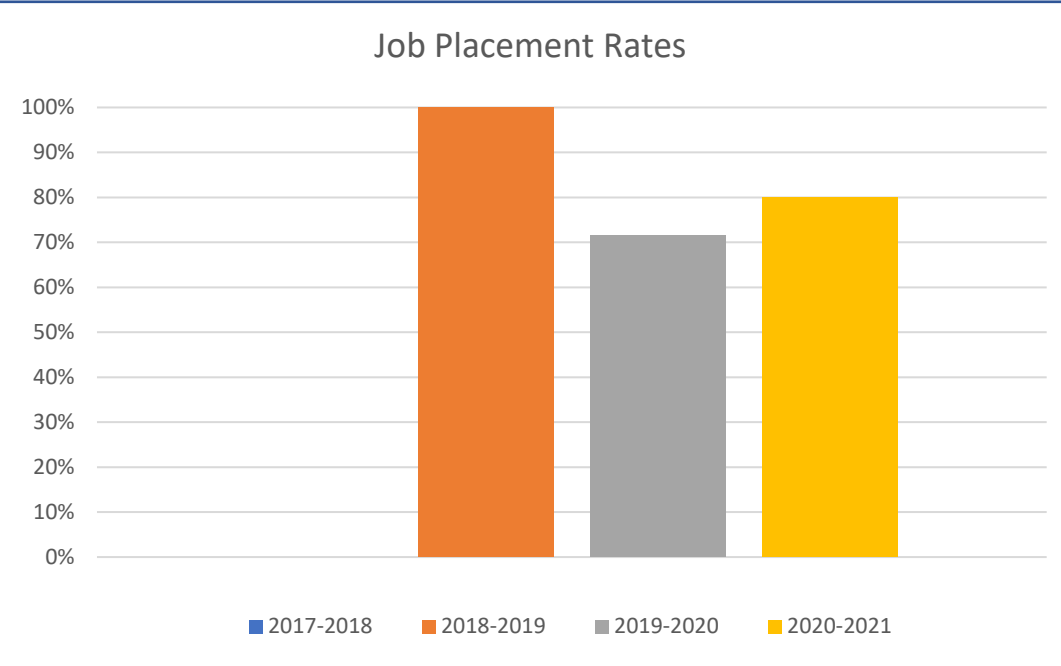
## PROGRAM VITAL STATISTICS

Indicator	Trend Analysis	Action Plans										
<div style="text-align: center;"> <p>Program Enrollment Trends</p>  <table border="1" style="margin-top: 10px; width: 100%; border-collapse: collapse;"> <caption>Program Enrollment Trends Data</caption> <thead> <tr> <th>Academic Year</th> <th>Enrollment</th> </tr> </thead> <tbody> <tr> <td>2017-2018</td> <td>0</td> </tr> <tr> <td>2018-2019</td> <td>9</td> </tr> <tr> <td>2019-2020</td> <td>10</td> </tr> <tr> <td>2020-2021</td> <td>4</td> </tr> </tbody> </table> </div>	Academic Year	Enrollment	2017-2018	0	2018-2019	9	2019-2020	10	2020-2021	4	<p>This is a low enrollment program taking in only 16 students. The last couple of years we have had low enrollment numbers.</p> <p>A contributing factor is a PBT program through Work Force Development (WFD). We have seen a decline in our program since fall of 2018 when they began offering a 10-week program. The WFD program is not eligible to take ASCP exam.</p>	<p>Faculty having been working on ways to improve enrollment. The program director is communicating with other Allied Health programs for students who did not get into their programs. The PBT program offers them opportunity to continue in school, job opportunity and place holder if they wish to apply to their program of choice again the next year.</p> <p>Enrollment for fall 2021 looks like it will be close to cap of 16 students.</p>
Academic Year	Enrollment											
2017-2018	0											
2018-2019	9											
2019-2020	10											
2020-2021	4											



Indicator	Trend Analysis	Action Plans										
<p style="text-align: center;"><b>Fall to Spring Persistence</b></p>  <table border="1" data-bbox="121 185 1159 769"> <caption>Fall to Spring Persistence Data</caption> <thead> <tr> <th>Year</th> <th>Persistence Percentage</th> </tr> </thead> <tbody> <tr> <td>2017-2018</td> <td>0%</td> </tr> <tr> <td>2018-2019</td> <td>45%</td> </tr> <tr> <td>2019-2020</td> <td>70%</td> </tr> <tr> <td>2020-2021</td> <td>100%</td> </tr> </tbody> </table>	Year	Persistence Percentage	2017-2018	0%	2018-2019	45%	2019-2020	70%	2020-2021	100%	<p>Fall to spring persistence is always significantly impacted by the failures in the BIO 110 anatomy and physiology class.</p> <p>2018-2019 -Three students were not successful in BIO 110.</p> <p>2019-2020 – Only one student was not successful in BIO 110.</p> <p>2020-2021 – This data was skewed due to a student joining the spring term. We had a MLT student who was unsuccessful in fall MLT courses. Faculty were able through course substitution for concepts completed in MLT program for the student to transfer to PBT program.</p>	<p>Faculty will continue to discuss rigor of BIO 110 and advise students of studying and tutoring options at FDTC.</p> <p>Faculty have been told that BIO 110 was content heavy, and the science department has revised. Hopefully, we should see better student success in fall of 2021.</p>
Year	Persistence Percentage											
2017-2018	0%											
2018-2019	45%											
2019-2020	70%											
2020-2021	100%											

Indicator	Trend Analysis	Action Plans										
<p style="text-align: center;"><b>Graduation Rates</b></p> <table border="1"> <caption>Graduation Rates Data</caption> <thead> <tr> <th>Academic Year</th> <th>Graduation Rate</th> </tr> </thead> <tbody> <tr> <td>2017-2018</td> <td>0%</td> </tr> <tr> <td>2018-2019</td> <td>45%</td> </tr> <tr> <td>2019-2020</td> <td>70%</td> </tr> <tr> <td>2020-2021</td> <td>100%</td> </tr> </tbody> </table>	Academic Year	Graduation Rate	2017-2018	0%	2018-2019	45%	2019-2020	70%	2020-2021	100%	<p>Normally students who make it to 2<sup>nd</sup> semester will graduate. Those who do not have difficulty with a general education course.</p> <p>2018-2019 we had a student who was not successful in ENG 155 and SPC 205.</p> <p>2019-2020 one student was not successfully in CPT 170.</p> <p>2020-2021 – We added a student in spring and all graduated.</p> <p>Faculty believe this is a time-management issue of individual students.</p>	<p>Faculty will continue to support students and help them with time management.</p>
Academic Year	Graduation Rate											
2017-2018	0%											
2018-2019	45%											
2019-2020	70%											
2020-2021	100%											

Indicator	Trend Analysis	Action Plans										
<p style="text-align: center;"><b>Job Placement Rates</b></p>  <table border="1" data-bbox="113 175 1167 836"> <caption>Job Placement Rates Data</caption> <thead> <tr> <th>Academic Year</th> <th>Job Placement Rate</th> </tr> </thead> <tbody> <tr> <td>2017-2018</td> <td>0%</td> </tr> <tr> <td>2018-2019</td> <td>100%</td> </tr> <tr> <td>2019-2020</td> <td>72%</td> </tr> <tr> <td>2020-2021</td> <td>80%</td> </tr> </tbody> </table>	Academic Year	Job Placement Rate	2017-2018	0%	2018-2019	100%	2019-2020	72%	2020-2021	80%	<p>Generally speaking, job placement is strong. Students who wish PBT employment will get it.</p> <p>Frequently, PBT is a place holder until students get accepted into another program.</p>	<p>Faculty plan to remind students that clinical is a 14-week job interview. If they do well in their clinical experience and they want employment. They will get a job offer.</p> <p>Our clinical affiliates like our graduates.</p>
Academic Year	Job Placement Rate											
2017-2018	0%											
2018-2019	100%											
2019-2020	72%											
2020-2021	80%											