

Program Review Year 2011 – 2012

Name of Program:

PHLEBOTOMY CERTIFICATE PROGRAM

Program Review Team Members

Name

Title

Brenda Salines, BS, M.Ed.

Phlebotomy Clinical Coordinator
Assistant Professor Health Science
Department Chair Health Science
Faculty
Faculty

Kathy Hudson, MS
Cheryl Charest, CPT
Donna Cefalo, CPT
Tina FitzGerald, MT

Lab Administrative Director
Merrimack Valley Hospital
Phlebotomy Supervisor

Amy Dumas, MT

Anna Jaques Hospital

Janie Morales, CPT

Lead Phlebotomist

Candace Gardener, MT

Holy Family Hospital

Cynthia Morse CPT

Phlebotomy Supervisor

Deb Nelson CPT

Exeter CORE Physicians

Christina Nicolo, CPT

Externship Supervisor

Becky Schiller, CPT

Winchester Hospital Outpatient

Externship Supervisor

Winchester Hospital Outpatient

Phlebotomist (NECC Grad)

Lawrence General

Phlebotomist (NECC Grad)

Lawrence General

DATE: January 26, 2012

SECTION ONE: PROGRAM

I. ACCREDITATION/ APPROVAL/ CERTIFICATION

A. Does the program have external (specialized) programmatic accreditation?

Yes _____ No _X_

IF NO, skip to I (B).

IF YES, please complete items 1 through 8 below.

1. What is the name of the programmatic accreditation agency?
2. What is the current accreditation status of the program?
3. What date was the last accreditation status awarded?
4. What is the anticipated date of the next accreditation action?
5. How often does the program file an official report with the accrediting agency?
6. Where is the program currently in the review schedule (e.g., year 3 of a 7 year cycle)?

7. What were the strengths and weaknesses of the program, as identified by the accreditation agency during the last accreditation activity? (*Base your response in this area to the citation of Standards.*)

8. How has the program been revised to address the citations or recommendations?

B. Does the program have external (specialized) programmatic approval or certification?

Yes _____ No X*

IF NO, skip to I (C).

IF YES, please complete items 1 through 8 below.

1. What is the name of the programmatic approval or certification agency?
2. What is the current approval or certification status of the program?
3. What date was the last approval or certification status awarded?
4. What is the anticipated date of the next approval or certification action?
5. How often does the program file an official report with the approving or certifying agency?
6. Where is the program currently in the review schedule (e.g., year 3 of a 7 year cycle)?
7. What were the strengths and weaknesses of the program, as identified by the approval or certification agency during the last approval or certification activity? (*Base your response in this area to the citation of Standards.*)
8. How has the program been revised to address the citations or recommendations?

*There is no external accrediting, certifying or approval organization for Phlebotomy Certificate programs; however, there are several organizations that provide Phlebotomy Certification for individuals who wish to take a national exam.

Our curriculum is aligned with ASCP (American Society of Clinical Pathologists) and NHA (National Healthcare Associates) and we have been an approved testing site for NHA since May, 2009. Our curriculum is approved by both organizations therefore our students are eligible to take both these exams after completion of the program.

C. Is there an external accrediting, certifying, or approval organization relevant to your program from which you are not currently receiving accreditation, approval or certification?

Yes _____ No X

IF NO, skip to question II.

IF YES, please complete items 1 through 3 below.

1. What is the name of this external organization?
2. What status can your program receive from this organization?

Accreditation _____ Certification _____ Approval _____

3. Are you intending to apply for accreditation, certification, or approval from this organization?

Yes _____ No _____

IF NO, please explain, then go to question II.

IF YES, please complete items 4 through 7 below, then go to question II

4. Why are you intending to apply for accreditation, certification, or approval?
5. When are you intending to apply and why?
6. Are there any specific resources you will need when you go through the accreditation, certification, or approval process that you do not currently have? If yes, please describe.
7. Please provide information about any additional questions, concerns, etc. you may have with respect to your intention to apply for accreditation, certification, or approval.

II. MISSION

A . The program's mission statement is as follows:

The mission of the Phlebotomy Certificate program is to prepare competent, entry-level phlebotomists, who will function professionally in all aspects of hospital laboratory/outpatient drawing facilities in order to meet the employment needs of the Greater Merrimack Valley Area Community.

We are committed to providing well trained phlebotomists with relevant skills and knowledge that meet the needs of the community and the profession. The phlebotomy education should be based on identified and verified roles and responsibilities of entry level practitioners as identified by NAACLS and ASCP. We believe in the Code of Ethics as established by these professional organizations and incorporate these standards in the Phlebotomy Certificate curriculum.

B. Describe the process through which faculty developed the program mission.

The mission statement for the program was first developed over 10 years ago when the program was conceived here at NECC. It has been reviewed and modified over the years to reflect the current needs of the students and the community at large.

The mission statement and program goals are reviewed annually by the program faculty with input from the externship preceptors, the department chair and our divisional dean.

C. Describe how the program's mission statement is consistent with, or aligns with, the mission of the College.

The mission of the Phlebotomy Program is consistent with the College's mission. We prepare students who live and work in the Greater Merrimack Valley.

D. Describe how this program facilitates the accomplishment of the College's mission and core values.

The Phlebotomy program facilitates the accomplishment of the College's mission and core values:

Collaboration: Our Phlebotomy program has over a dozen clinical affiliations with medical offices and hospitals throughout the Greater Merrimack Valley and surrounding cities within a 50 mile radius.

Diversity: The Phlebotomy program accepts all qualified applicants and strives to recruit applicants that mirror the diverse multicultural and ethnic backgrounds of the community.

Personal and Professional Growth: The Phlebotomy Certificate program faculty encourages all of our students to take their National Certification exam and to maintain their credentials by completing 12 hours of CEU's every 3 years. The faculty promotes life-long learning for personal and professional growth. The Phlebotomy Program faculty also advises graduates about other certificates, degree programs and academic progression. Several students have continued their education and have become medical technologists, nurses and other allied health professionals. The college will be offering an associates degree program for Medical Lab Technicians in the fall of 2012. All of the coursework in the Phlebotomy Certificate program will be transferable into the MLT program.

III. INSTITUTIONAL STRATEGIC PLAN

A. Describe how this program satisfies or is consistent with one or more of the College's Institutional goals as defined in the Institutional Strategic Plan.

Many of the core values addressed in II (D) are also reflected in the College's five (5) strategic directions. The program facilitates the accomplishments of the college's core values and supports the strategic plan.

In addition to embracing diversity, the program also serves as a resource to the community.

B. Describe how significant modification of this program would impact other programs at NECC.

The curriculum consists of core courses specific to phlebotomy and lab assistant training. The non-phlebotomy specific courses are English Composition, Healthcare Law and Ethics, Computer Elective, and Medical Terminology. If we increased the number of students in the program, then perhaps, we would affect the previously mentioned courses/departments.

IV. PROGRAM POLICIES AND PROCEDURES

A. List any specific program policies and procedures, and comment on the rationale for any differences from institutional policies and procedures.

(Programs may need to develop specific policies and procedures related to the day-to-day operation of the specific program [e.g., to meet accreditation standards, to establish the parameters for clinical education experiences]. When there are specific program policies and procedures, these policies and procedures should be consistent with those of the institution. Differences between program-specific policies and institutional policies should be described within the context of the program.)

The Phlebotomy Program has the following policies:

Relating to Admission:

Admission Criteria to the Program

Policies relating to class, lab and externship:

Urine Drug Screen Policy

Invasive Lab Procedure Policy

CORI/SORI

Phlebotomy program and externship guidelines

The Phlebotomy program has modified its admission criteria over the years to ensure that students entering the program are prepared to achieve the outcomes and to be successful. We have limited enrollment and resources, and therefore students who gain entry are more likely to be professional, successful healthcare providers and life long learners.

B. Describe the mechanism used to assure that all students in the program receive copies of current program-specific policies and procedures, relevant information about the program, and information about the institutional policies and procedures.

The Phlebotomy Program admission criteria are posted on the Division of Health Professions website at: www.necc.mass.edu/healthprofessions. In addition, all students who apply to the Phlebotomy program receive a copy of the admission criteria when they meet with Admission Counselors.

Policies relating to class, externship, immunization, Cori/Sori and clinical information are reviewed during both the classroom and externship orientations. A complete program and externship guide is provided by way of the Phlebotomy Student Handbook. See Appendix 2.

C. Describe how the program defines “student success.” *(For example, if the program facilitates student transfer, and students do indeed transfer, does this meet the program’s definition of success?)*

Describe the program’s policies, procedures and practices related to student success

The Phlebotomy Program defines student success by the:

- Achievement of program objectives and student learning outcomes
- Number of students graduating
- Number of student passing the National Certification Exam (CPT)
- Number of students obtaining employment as phlebotomists

In our program, a Phlebotomy student’s success is defined by successfully passing all program courses with a grade of “C” or higher and passing all course objectives including in the cognitive, psychomotor and affective domains. These must be met by successfully passing written examinations, oral presentations and clinical competencies. If a student fails a clinical competency, he/she must review all materials (written, verbal and visual) and continue to practice until he/she is able to demonstrate competency before being enrolled in the capstone class of Phlebotomy Externship.

Our program success is also demonstrated by the student’s ability to obtain employment as phlebotomists in a healthcare setting. In the Commonwealth of Massachusetts, phlebotomists are not required to be certified to gain employment. The trend we are seeing in Massachusetts and New Hampshire over the last three to four years is that employers want graduates from an accredited program (such as NECC) or who are certification eligible, meaning they can take one of the national phlebotomy certification exams and be allowed to use the initials “CPT” after their name.

At the present time the program lacks tracking of graduate employment in the phlebotomy field.

The data collected for pass/fail rates for CPT exam is kept only by the Clinical Coordinator.

The Phlebotomy Certificate Program includes classes such as Medical Language, Healthcare Law and Ethics, and RICCS, that may possibly transfer into other, more advanced level, healthcare career programs, thus it is considered an entry level rung on the health career ladder.

SECTION TWO: STUDENTS

I. PROGRAM DEMAND, COMPLETION, AND RETENTION

- A. Discuss how the program obtains data concerning student demand for the program. (See completed Chart 1 in Appendix 1.) Discuss how the data in Chart 1 was analyzed and interpreted.**

Data is obtained by Institutional Research. Analysis shows that enrollment doubled from AY 2008-2009 to AY 2009-2010, and then remained stable into AY 2010-2011.

- B. Discuss student program completion and transfer. (See completed Chart 2 in Appendix 1.)**

(If there are two or more consecutive years in which there are five (5) or fewer graduates from the program, describe the analysis conducted by faculty to determine the reason for this number of graduates. Include the action plan the faculty developed and implemented. Comment on the effectiveness of the action plan.)

AY 2008-2009 had 10 graduates, AY 2009-2010 had 25 graduates reflecting double the previous AY and AY 2010-2011 doubled again to 50.

- C. Describe the demographic characteristics of students enrolled in program. (See completed Chart 3 in Appendix 1.)**

The Phlebotomy Certificate program is primarily female with AY 2008-2009 reflecting 8 males and 56 females, AY 2009-2010 reflects 15 males and 114 females and AY 2010-2011 reflecting 14 males and 115 females. These statistics are slightly lower than the overall college male population of approximately 1/3 of students enrolled.

In terms of ethnicity, the program demonstrates the college rate of approximately 36 percent.

- D. Discuss student retention and positive college outcomes by student demographics. (See completed Chart 4 in Appendix 1.)**

1. Describe the program policies, procedures, and practices that are in place related to student retention. Discuss how are they implemented? Comment on their effectiveness.

Phlebotomy Certificate students have one on one meetings with faculty, clinical externship coordinator and the department chair to remedy specific issues. There is also open lab time available for students to practice skills prior to externship and extra help is encouraged. Our positive college outcomes for AY 2010-2011 is well over 50 percent for all demographics.

2. Is there evidence that any segment of the student population has a higher attrition rate from this program? If so, what action has the program taken to address this phenomenon?

There is no evidence that supports any segment of the student population having a higher attrition rate.

SECTION THREE: CURRICULUM

I. CONTENT, ORGANIZATION, AND DEVELOPMENT PROCESSES

A. Describe the curriculum. (You may use the same format used in the NECC Academic Catalog.)

COURSE		Proficiency	Prerequisite
Number	Name		
ENG 101	ENGLISH COMPOSITION ONE		
HES 115	MEDICAL TERMINOLOGY		
HES 120	PHLEBOTOMY		
	COMPUTER ELECTIVE		CIS 110 OR HIGHER
HES 103	RICCS: PREPARING FOR A CAREER IN HEALTHCARE		
HES 201	HEALTHCARE LAW AND ETHICS		
HES 121	PHLEBOTOMY EXTERNSHIP		PRE-REQUISITE AND CO-REQUISITES. REQUIRES PROGRAM COORD SIGNATURE

B. Discuss how the curriculum is an organized, sequential series of courses that progress from simple to complex learning.

Phlebotomy students are required to complete the program courses in the identified sequence. First semester consists of English Composition, Medical Terminology a Computer Elective and Phlebotomy. The phlebotomy class is designed to teach both didactic and skill based learning. Students in each class are presented concepts that progress from simple to complex learning. In the second semester, the students are introduced to more complex concepts in Healthcare Law and Ethics, engage in discussion groups and focus on increasing their ability to think critically.

C. Describe the curriculum development, review and revision processes used by the program to assure that the curriculum meets the needs of students and graduates. Include discussion of the mechanisms that allow input into these processes from (1) employers of program graduates and (2) schools to which students transfer (if applicable).

The curriculum is reviewed annually to ensure that it meets the evolving needs of the community healthcare facilities in the Greater Merrimack Valley. We receive constant input from the preceptors at the clinical externship sites in both written form and verbally during the monthly site visits made by the clinical externship coordinator. Each externship site also completes a thorough evaluation of the externship student's performance and knowledge base. The curriculum is also reviewed to ensure that the didactic portion of the curriculum covers all of the materials necessary for successful completion of the CPT National Exams given by the ASCP and the NHA.

D. How does the curriculum contribute to the student accomplishing the institutional outcomes?

The core skills developed by NECC include skills related to communication and reasoning. These skills must be well developed as they are vital for delivery of quality healthcare.

E. How does the curriculum contribute to the student accomplishing the program specific outcomes?

The Curriculum Map demonstrates the contribution of each course to each of the program specific outcomes.

SECTION FOUR: PROGRAM RESOURCES

I. FACULTY

- A. Discuss the number of faculty assigned to the program with respect to its adequacy to complete all activities associated with maintaining a high-quality educational program. (See completed Chart 5(A), Chart 5(B), and Chart 5(C) in Appendix 1.)**

At the present time, only Brenda Salines is full time faculty. Adjunct faculty members Cheryl Charest, Donna Cefalo and Deb Nelson are also employed in the phlebotomy profession. The combination of one individual responsible for the day-to-day operation of the program in conjunction with the real-life experiences of faculty members who are also phlebotomists adds a richness to the program.

If the program holds specialized accreditation or approval, state the number of full-time faculty (or full-time equivalent faculty) required by the outside agency (___N/A_____). Write "NA" if not applicable.

Indicate the percentage of faculty that are full-time, as well as the percentage of credit hours taught by full-time faculty. (See Chart 5 (D) in Appendix 1.)

There is only one full time faculty member

- C. Discuss how the percentage of full-time faculty, both in terms of numbers and credit hours taught, impacts the program.**

Having one full time faculty member in the program as opposed to all adjunct faculty means that there is always someone available by phone, e-mail, office hours or appointment to meet with students for academic advising regarding coursework or externship.

- D. For each faculty member, document their credentials and professional activities. (See the copies of Chart 6 in Appendix 1 completed for each faculty member [full, part-time, or DCE]). (Note: Each individual faculty member should complete his/her own chart and submit it to the Program Coordinator or designee.)**

Describe and summarize the credentials and the activities of program faculty with respect to maintaining their status as content experts and remaining current in their field of expertise.

The Phlebotomy Certificate Program faculty have many years in both clinical and educational experience. The full-time faculty member has a Master's degree in education and serves as the clinical coordinator. The adjunct faculty has one member who will have a Bachelor of Science in Healthcare in early spring 2012. The remaining 2 DCE faculty members have over 25 years practical and management experience in Phlebotomy.

II. CLASSROOMS AND LABORATORIES

Discuss whether the program has classrooms and laboratories of sufficient quality and quantity to provide an environment conducive to effective teaching and learning.

(How did the program coordinator/faculty make this decision?)

Comments made by faculty, staff and students describe lack of space and lack of temperature control in the lab. Space is somewhat cramped and poor circulation of air make the facilities either excessively warm or excessively cool. This problem is being addressed by a new allied health building under construction at the present time.

The Phlebotomy Certificate program enrollment has had a growth spurt over the three years and although we have been able to increase the number of externship sites, many additional sites are needed to keep up with the continuously increasing enrollment.

III. INSTRUCTIONAL TECHNOLOGY

Describe the instructional technology required to support the program's curriculum plan. Discuss whether the current instructional technology is of sufficient quality and quantity to provide an environment conducive to effective teaching and learning. *(How did the program coordinator/faculty make this decision?)*

Comments by faculty, staff and students indicate that the use of Instructional Technology is more than adequate.

IV. LIBRARY AND RELATED LEARNING RESOURCES

Discuss whether the program has access to library and related learning resources adequate to support the curriculum plan and to provide an environment conducive to effective teaching and learning. *(How does the program use the library and related learning resources in the implementation of the curriculum plan? Describe the process used by the program to determine the adequacy of library and related learning resources.)*

The Phlebotomy course (HES 120) is taught at the Lawrence Campus. All other courses, English Comp I, Medical Terminology, Computer Elective, Healthcare Law and Ethics and RICCS are taught at both the Haverhill and Lawrence campuses. Both libraries are available to both day and evening hours and have librarians available to assist students in locating information pertinent to specific assignments. Students also have related learning resources including virtual phlebotomy, anatomical models and audio-visual materials. The Virtual Phlebotomy was purchased for our department through a grant. It enables students who are not in the act of a live-draw to practice using the equipment to become proficient with various blood drawing techniques.

V. FINANCIAL RESOURCES

Discuss whether the program's financial resources are adequate for the program to achieve its stated mission.

The faculty does not participate in the development of the program budget. The budget is adequate in supporting effective teaching and learning.

VI. CONTENT EXPERTS

A. Does the program have an Advisory Committee?

Yes _____ No **X**____

IF NO, skip to VI (B).

IF YES, please complete items 1 through 5 below.

1. Insert the roster of Advisory Committee members.
2. Report the schedule of meetings for the past three years, or as many as available if the Advisory Committee has been meeting for less than three years.
3. Insert copies of the Advisory Committee minutes for the past three years.
4. Describe the input of the Advisory Committee experts on program outcomes.
5. Describe the usefulness of the Advisory Committee relative to anticipating changes and challenges that need to be met by the program.

NOW GO TO QUESTION VI (C).

B. Does the program have any plans to develop an Advisory Committee?

Yes **_X**____ No _____

IF NO, what is the program's rationale for this decision?

IF YES, please detail below.

The Phlebotomy Certificate Program receives valuable feedback from students, graduates, adjunct faculty who are employed in the field and externship preceptors on a continuing and on-going basis. The information has been received up to this point in a relatively informal manner. The program has evolved in large part, because of this feedback. The present recommendation is to convene an Advisory Committee consisting of the members of this Program Review Committee who will meet on a regular basis of not less than two times per year.

At the present time data regarding pass/fail rates for the CPT exam and the subsequent employment of graduates is not shared by the Clinical Coordinator with the Department Chair, Dean or Externship Preceptors.

NOW GO TO SECTION VI (C).

C. Does the program use content experts other than those represented in an Advisory Committee?

Yes **_X**____ No _____

IF NO, skip to Section Five.

IF YES, please discuss below and then go to Section Five.

The Phlebotomy Certificate program is fortunate to have Adjunct Faculty members and Externship Preceptors who provide feedback verbally and in the form of evaluative tools to keep it

current and up to date on procedures and techniques being used in the hospitals and out-patient laboratories.

SECTION FIVE: PROGRAM OUTCOMES

I. PROGRAM OUTCOME ASSESSMENT PLAN

A. Insert the Program Outcome Assessment Plan for the previous three years.

In conjunction with this Program Review a plan has been developed which includes identification of learning outcomes and the courses designed to achieve the program objectives.

B. How has the Program Review contributed to, supported, or confirmed the findings of the Program Outcome Assessment Plan activities?

The newly developed Outcomes and Assessment Map identifies methods for assessing outcomes.

For full details about the program's outcomes and assessment plan, please see Appendix 3.

SECTION SIX: SUMMARY

I. CONCLUSIONS: PROGRAM STRENGTHS AND WEAKNESSES

A. List and describe the program's major strengths, based on information obtained in the Program Review. Cite evidence for each identified strength.

AREA OF STRENGTH	EVIDENCE
Collaboration: Over a dozen clinical affiliations.	See Section II (D)
Faculty: Each faculty member has over twenty years practical, management and educational experience.	See Section IV (D)
High Demand Program: This program responds to the needs of the community.	See Section II (A)
Diversity of Students: The Phlebotomy Certificate program represents the ethnic diversity of the community.	See Section II (D)
Curriculum: Curriculum is sequential to ensure students success.	See Section III (B)

B. List and describe the program’s weaknesses or areas in which improvement is desirable, based on information obtained in the Program Review. Cite evidence for each identified weakness or area for improvement.

WEAKNESS OR AREA FOR IMPROVEMENT	EVIDENCE
NEED FOR ADDITIONAL LAB SPACE.	Section II
DATA COLLECTION AND DISPERSEMENT.	Section IV (C) Section VI (B)
NEED ADDITIONAL PHLEBOTOMY EXTERNSHIP SITES	Section IV (II)

II. ACTION PLAN

For each identified weakness or area in which improvement is desirable, submit an Action Plan. (When designing the Action Plan, a suggested plan would include the elements of Process Management using a Plan-Do-Study-Act (PDSA) cycle.) (Note: Add as many of the following tables as necessary.)

Problem	Improvement Activity	Person Responsible	Date of Activity	Findings
Need for additional lab space	New building opening in Fall 2013.	Dean	2013	
Analysis:				

Problem	Improvement Activity	Person Responsible	Date of Activity	Findings
Data collection and dispersement.	Collection of exit interviews from students, graduate surveys and CPT pass/fail rates to be given to department chair, clinical preceptors and dean.	Clinical Coordinator	Spring 2012	
Analysis:				

Problem	Improvement Activity	Person Responsible	Date of Activity	Findings
Need additional	Recruit	Clinical Coordinator	Spring	

Phlebotomy externship sites.	additional facilities to enter contractual relationship to provide externship experiences.		2012	
Analysis:				

REVIEW SUBMISSION

PROGRAM:	
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Submits this Program Review document in fulfillment of the NECC requirements for a comprehensive and systemic review of each academic program.

Individual Responsible for Completing the Program Review	
Name:	Title:
Signature:	Date:
Program Coordinator	
Name:	
Signature:	Date:
Department Chair (if appropriate)	
Name:	Title:
Signature:	Date:
Assistant Dean/Director	
Name:	Title:
Signature:	Date:
Dean of Division	
Name:	Title:
Signature:	Date:

APPENDICES

APPENDIX 1

CHARTS 1-6

Phlebotomy Technician Certificate - 0291

Chart 1. Student Demand

	AY 2008- 2009	AY 2009- 2010	AY 2010- 2011	3 Year Average
Total Applications	42	72	69	61
First Time Freshmen who registered	13	16	19	16
External Transfers who registered	9	16	12	12
Internal Transfers who registered	0	0	0	0
Readmitted Students who registered	5	13	7	8
Total Students new to program	27	45	38	37
Total Unduplicated Enrollment	64	129	129	107

Chart 2. Program Completion/Student Transfer

	AY 2008- 2009	AY 2009- 2010	AY 2010- 2011	3 Year Average
Program Graduates	10	23	50	28

Students who transfer prior to graduation from program (multiple years out)

Chart 3. Student Demographics

		Asian	Black	Cape Verdean	Hawaiian/ Pacific Islander	Hispanic	Native American/ Native Alaskan	White	Non- Resident Alien	Multi- Racial	Unknown	Total	Minority Percentage (unprorated)
AY 2008-2009	Male	0	0	0	0	4	1	3	0	0	0	8	63%
	Female	0	1	0	0	15	0	36	1	0	3	56	29%
	Total	0	1	0	0	19	1	39	1	0	3	64	33%
AY 2009-2010	Male	0	1	0	0	5	0	9	0	0	0	15	40%
	Female	0	3	0	1	31	1	67	2	0	9	114	32%
	Total	0	4	0	1	36	1	76	2	0	9	129	33%
AY 2010-2011	Male	0	0	0	0	5	0	9	0	0	0	14	36%
	Female	0	5	0	2	34	0	72	1	0	1	115	36%
	Total	0	5	0	2	39	0	81	1	0	1	129	36%

Chart 4. Fall to Fall Retention

* Program Retention = (Graduated from This Program + Still Enrolled in This Program)/Fall Cohort

** Positive College Outcome = (Total Graduates + Total Active)/Fall Cohort

ALL

	<u>Fall 2008-Fall 2009</u>		<u>Fall 2009-Fall 2010</u>		<u>Fall 2010-Fall 2011</u>	
	#	%	#	%	#	%
FALL COHORT	31	-	89	-	102	-
<u>GRADUATES</u>						
Graduated from This Program *	3	0%	8	9%	21	21%
Graduated from Any Other Program	0	0%	4	4%	7	7%
TOTAL Graduates **	3	0%	12	13%	28	27%
Graduated from This Program and then Transferred to 4-Year	0	0%	2	2%	1	1%
Graduated from Any Other Program and then Transferred to 4-Year	0	0%	1	1%	0	0%
Total Graduates who Transferred to 4-Year	0	0%	3	3%	1	1%
Graduated from this Program and Enrolled in Another NECC Program	3	0%	1	1%	10	10%
Graduated from Any Other Program and Enrolled in Another NECC Program	0	0%	2	2%	3	3%
Total Graduates who Enrolled in Another NECC Program	3	0%	3	3%	13	13%
Graduated from this Program, but did not Transfer to 4-Year or Enroll in Another NECC Program	0	0%	5	6%	10	10%
Graduated from Any Other Program, but did not Transfer to 4-Year or Enroll in Another NECC Program	0	0%	1	1%	4	4%
Total Graduates who did not Transfer to 4-year or Enroll in Another NECC Program	0	0%	6	7%	14	14%
<u>NON-GRADUATES - ACTIVE</u>						
Transferred to 4-Year	7	23%	5	6%	2	2%
Still Enrolled in This Program *	7	23%	24	27%	24	24%
Still Enrolled, but in Another NECC Program	5	16%	15	17%	9	9%
TOTAL Active **	19	61%	44	49%	35	34%

Inactive - Did not graduate or transfer and they are not enrolled at NECC

TOTAL Inactive	9	29%	33	37%	39	38%
Program Retention	10	32%	32	36%	45	44%
Positive College Outcome	22	71%	56	63%	63	62%
MINORITY (African-American/Black; American Indian/Alaskan Native, Asian, Cape Verdean, Hispanic, Multi-racial, Native Hawaiian/Pacific Islander)						
	<u>Fall 2008-Fall 2009</u>		<u>Fall 2009-Fall 2010</u>		<u>Fall 2010-Fall 2011</u>	
	#	%	#	%	#	%
FALL COHORT	9	-	26	-	32	-
<u>GRADUATES</u>						
Graduated from This Program *	2	0%	6	7%	5	5%
Graduated from Any Other Program	0	0%	2	2%	2	2%
TOTAL Graduates **	2	0%	8	9%	7	7%
Graduated from This Program and then Transferred to 4-Year	0	0%	1	1%	0	0%
Graduated from Any Other Program and then Transferred to 4-Year	0	0%	1	1%	0	0%
Total Graduates who Transferred to 4-Year	0	0%	2	2%	0	0%
Graduated from this Program and Enrolled in Another NECC Program	2	0%	1	1%	4	4%
Graduated from Any Other Program and Enrolled in Another NECC Program	0	0%	0	0%	1	1%
Total Graduates who Enrolled in Another NECC Program	2	0%	1	1%	5	5%
Graduated from this Program, but did not Transfer to 4-Year or Enroll in Another NECC Program	0	0%	4	4%	1	1%
Graduated from Any Other Program, but did not Transfer to 4-Year or Enroll in Another NECC Program	0	0%	1	1%	1	1%
Total Graduates who did not Transfer to 4-year or Enroll in Another NECC Program	0	0%	5	6%	2	2%
<u>NON-GRADUATES - ACTIVE</u>						
Transferred to 4-Year	0	0%	1	1%	0	0%

Still Enrolled in This Program *	3	10%	6	7%	8	8%
Still Enrolled, but in Another NECC Program	1	3%	2	2%	4	4%
TOTAL Active **	4	13%	9	10%	12	12%

Inactive - Did not graduate or transfer and they are not enrolled at NECC

TOTAL Inactive	3	10%	9	10%	13	13%
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Program Retention 5 56% 12 46% 13 41%

Positive College Outcome 6 67% 17 65% 19 59%

MAJORITY (W)

	<u>Fall 2008-Fall 2009</u>		<u>Fall 2009-Fall 2010</u>		<u>Fall 2010-Fall 2011</u>	
	#	%	#	%	#	%
FALL COHORT	21	-	60	-	69	-

GRADUATES

Graduated from This Program * 1 0% 2 2% 15 15%

Graduated from Any Other Program 0 0% 2 2% 5 5%

TOTAL Graduates **	1	0%	4	4%	20	20%
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Graduated from This Program and then Transferred to 4-Year 0 0% 1 1% 1 1%

Graduated from Any Other Program and then Transferred to 4-Year 0 0% 0 0% 0 0%

Total Graduates who Transferred to 4-Year 0 0% 1 1% 1 1%

Graduated from this Program and Enrolled in Another NECC Program 1 0% 0 0% 6 6%

Graduated from Any Other Program and Enrolled in Another NECC Program 0 0% 2 2% 2 2%

Total Graduates who Enrolled in Another NECC Program 1 0% 2 2% 8 8%

Graduated from this Program, but did not Transfer to 4-Year or Enroll in Another NECC Program 0 0% 1 1% 8 8%

Graduated from Any Other Program, but did not Transfer to 4-Year or Enroll in Another NECC Program 0 0% 0 0% 3 3%

Total Graduates who did not Transfer to 4-year or Enroll in Another NECC Program 0 0% 1 1% 11 11%

NON-GRADUATES - ACTIVE

Transferred to 4-Year	1	3%	4	4%	2	2%
Still Enrolled in This Program *	4	13%	17	19%	16	16%
Still Enrolled, but in Another NECC Program	3	10%	13	15%	5	5%
TOTAL Active **	8	26%	34	38%	23	23%

Inactive - Did not graduate or transfer and they are not enrolled at NECC

TOTAL Inactive	12	39%	22	25%	26	25%
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Program Retention 5 24% 19 32% 31 45%

Positive College Outcome 9 43% 38 63% 43 62%

FEMALE

Fall 2008-Fall 2009 Fall 2009-Fall 2010 Fall 2010-Fall 2011

	#	%	#	%	#	%
FALL COHORT	29	-	77	-	91	-

GRADUATES

Graduated from This Program *	3	0%	8	9%	18	18%
Graduated from Any Other Program	0	0%	4	4%	7	7%
TOTAL Graduates **	3	0%	12	13%	25	25%

Graduated from This Program and then Transferred to 4-Year	0	0%	2	2%	1	1%
Graduated from Any Other Program and then Transferred to 4-Year	0	0%	1	1%	0	0%
Total Graduates who Transferred to 4-Year	0	0%	3	3%	1	1%

Graduated from this Program and Enrolled in Another NECC Program	3	0%	1	1%	9	9%
Graduated from Any Other Program and Enrolled in Another NECC Program	0	0%	2	2%	3	3%
Total Graduates who Enrolled in Another NECC Program	3	0%	3	3%	12	12%

Graduated from this Program, but did not Transfer to 4-Year or Enroll in Another NECC Program	0	0%	5	6%	8	8%
Graduated from Any Other Program, but did not Transfer to 4-Year or Enroll in Another NECC Program	0	0%	1	1%	4	4%

Total Graduates who did not Transfer to 4-year or Enroll in Another NECC Program	0	0%	6	7%	12	12%
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NON-GRADUATES - ACTIVE

Transferred to 4-Year	1	3%	5	6%	1	1%
Still Enrolled in This Program *	7	23%	22	25%	23	23%
Still Enrolled, but in Another NECC Program	4	13%	14	16%	8	8%

TOTAL Active **	12	39%	41	46%	32	31%
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Inactive - Did not graduate or transfer and they are not enrolled at NECC

TOTAL Inactive	14	45%	24	27%	34	33%
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Program Retention	10	34%	30	39%	41	45%
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Positive College Outcome	15	52%	53	69%	57	63%
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MALE

	<u>Fall 2008-Fall 2009</u>		<u>Fall 2009-Fall 2010</u>		<u>Fall 2010-Fall 2011</u>	
--	----------------------------	--	----------------------------	--	----------------------------	--

	#	%	#	%	#	%
FALL COHORT	2	-	12	-	11	-

GRADUATES

Graduated from This Program *	0	0%	0	0%	3	3%
Graduated from Any Other Program	0	0%	0	0%	0	0%

TOTAL Graduates **	0	0%	0	0%	3	3%
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Graduated from This Program and then Transferred to 4-Year	0	0%	0	0%	0	0%
Graduated from Any Other Program and then Transferred to 4-Year	0	0%	0	0%	0	0%
Total Graduates who Transferred to 4-Year	0	0%	0	0%	0	0%

Graduated from this Program and Enrolled in Another NECC Program	0	0%	0	0%	1	1%
Graduated from Any Other Program and Enrolled in Another NECC Program	0	0%	0	0%	0	0%
Total Graduates who Enrolled in Another NECC Program	0	0%	0	0%	1	1%

Graduated from this Program, but did not Transfer to 4-Year or Enroll in Another NECC Program	0	0%	0	0%	2	2%
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Graduated from Any Other Program, but did not Transfer to 4-Year or Enroll in Another NECC Program	0	0%	0	0%	0	0%
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Total Graduates who did not Transfer to 4-year or Enroll in Another NECC Program	0	0%	0	0%	2	2%
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NON-GRADUATES - ACTIVE

Transferred to 4-Year	0	0%	0	0%	1	1%
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Still Enrolled in This Program *	0	0%	2	2%	1	1%
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Still Enrolled, but in Another NECC Program	1	3%	1	1%	1	1%
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TOTAL Active **	1	3%	3	3%	3	3%
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Inactive - Did not graduate or transfer and they are not enrolled at NECC

TOTAL Inactive	1	3%	9	10%	5	5%
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Program Retention	0	0%	2	17%	4	36%
--------------------------	----------	-----------	----------	------------	----------	------------

Positive College Outcome	1	50%	3	25%	6	55%
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ACADEMIC PROGRAM REVIEW: Phlebotomy

CHART 5 (A), (B), (C), (D): FACULTY RESOURCES

5(A). FULL-TIME FACULTY

FULL-TIME FACULTY

CREDIT HOURS

Name	Rank	S11		F10		S10	
		Taught	Adjustment	Taught	Adjustment	Taught	Adjustment
Brenda Salines		3	6	3	6	3	6

ACADEMIC PROGRAM REVIEW

CHART 5 (A), (B), (C), (D) : FACULTY RESOURCES

5(B). PART-TIME FACULTY

PART-TIME FACULTY	CREDIT HOURS					
	S11		F10		S10	
	Taught	Adjustment	Taught	Adjustment	Taught	Adjustment
Name						
N/A						

ACADEMIC PROGRAM REVIEW

CHART 5 (A), (B), (C), (D): FACULTY RESOURCES

5(C). DCE FACULTY

DCE FACULTY

CREDIT HOURS

Name	S11	F10	S10
	Taught	Taught	Taught
Cheryl Charest	1	3	0
Donna Cefalo	1	1	2
Deborah Nelson		1	0
Brenda Salines			1

ACADEMIC PROGRAM REVIEW

CHART 5 (A), (B), (C), (D): FACULTY RESOURCES

**CHART 5 (D): COMPARISONS BETWEEN FULL-TIME AND NON-FULL-TIME FACULTY (PART-TIME AND DCE):
OVERALL NUMBERS AND CREDIT HOURS TAUGHT**

TERM	# FULL-TIME FACULTY (FTF)	# CREDIT HOURS TAUGHT BY FULL-TIME FACULTY (FTCH)	# OF NON-FULL-TIME FACULTY (NFTF)	# CREDIT HOURS TAUGHT BY NON-FULL-TIME FACULTY (NFTCH)	TOTAL # OF FACULTY (FTF + NFTF) (TF)	TOTAL # CREDIT HOURS TAUGHT by FTF + NFTF (TCH)	PERCENTAGE OF FACULTY THAT ARE FULL-TIME (FTF / TF)	PERCENTAGE OF CREDIT HOURS TAUGHT BY FULL-TIME FACULTY (FTCH / TCH)
SPRING 2011	1	3	2	2	3	5	33.3%	60%
FALL 2010	1	3	4	6	5	9	20%	33.3%
SPRING 2010	1	3	2	3	3	6	33.3%	50%

ACADEMIC PROGRAM REVIEW

CHART 5 (A), (B), (C), (D): FACULTY RESOURCES

**CHART 5 (D): COMPARISONS BETWEEN FULL-TIME AND NON-FULL-TIME FACULTY (PART-TIME AND DCE):
OVERALL NUMBERS AND CREDIT HOURS TAUGHT**

TERM	# FULL-TIME FACULTY (FTF)	# CREDIT HOURS TAUGHT BY FULL-TIME FACULTY (FTCH)	# OF NON-FULL-TIME FACULTY (NFTF)	# CREDIT HOURS TAUGHT BY NON-FULL-TIME FACULTY (NFTCH)	TOTAL # OF FACULTY (FTF + NFTF) (TF)	TOTAL # CREDIT HOURS TAUGHT by FTF + NFTF (TCH)	PERCENTAGE OF FACULTY THAT ARE FULL-TIME (FTF / TF)	PERCENTAGE OF CREDIT HOURS TAUGHT BY FULL-TIME FACULTY (FTCH / TCH)
SPRING 2010								
FALL 2009								
SPRING 2009								

CHART 6: FACULTY CREDENTIALS
Complete one chart for each member of the faculty

(Note: Each individual faculty member should complete this form and return it to the Program Coordinator, or designee.)

NAME: Brenda Salines						
Current Academic Rank:	Assistant Professor	Tenure Status			Tenured []	Not Tenured [X]
Academic Degrees:						
Bachelor Degree BA [] BS [x]		Concentration:	Medical Technology, Psychology			
Institution Granting Degree:		Umass Amherst				
Masters Degree: Concentration:	MA []	MS []	MEd [x] Integrated Studies	MBA []	MPH []	Other :
Institution Granting Degree		Cambridge College				
Doctorate: Concentration:		PhD []	EdD []	JD []	Other:	
Institution Granting Degree						
Certifications						
Type		Issuing Agency				Date
Membership in Professional Organizations			Awards			
Publications (relevant to teaching responsibilities)			Presentations (relevant to teaching responsibilities)			
Copyrighted Curriculum for Phlebotomy						

CHART 6 (CONTINUED)

NAME: Brenda Salines		
Continuing Education Activities/Professional Development (For past 3 years, or of major significance prior to this time and related to area of teaching responsibility)		
Type	Sponsoring Agency	Date
Computer Applications	NECC	10/2011
Other information which you believe demonstrates your academic and experiential qualifications, and maintenance of expertise in your area of educational responsibility.		
Phlebotomy Clinical Coordinator		

CHART 6: FACULTY CREDENTIALS
Complete one chart for each member of the faculty

(Note: Each individual faculty member should complete this form and return it to the Program Coordinator, or designee.)

NAME: Cheryl Charest						
Current Academic Rank:	Instructor	Tenure Status			Tenured []	Not Tenured [X]
Academic Degrees:						
Bachelor Degree BA [] BS []		Concentration:				
Institution Granting Degree:						
Masters Degree:	MA []	MS []	MEd []	MBA []	MPH []	Other :
Concentration:						
Institution Granting Degree						
Doctorate:	PhD []	EdD []	JD []	Other:		
Concentration:						
Institution Granting Degree						
Certifications						
Type	Issuing Agency				Date	
Membership in Professional Organizations			Awards			
National Phlebotomy Association						
Publications (relevant to teaching responsibilities)			Presentations (relevant to teaching responsibilities)			
Created and developed Phlebotomy Hybrid course						

CHART 6 (CONTINUED)

NAME: Cheryl Charest		
Continuing Education Activities/Professional Development (For past 3 years, or of major significance prior to this time and related to area of teaching responsibility)		
Type	Sponsoring Agency	Date
Enrolled in BS Program in Healthcare		
Other information which you believe demonstrates your academic and experiential qualifications, and maintenance of expertise in your area of educational responsibility.		

CHART 6: FACULTY CREDENTIALS
Complete one chart for each member of the faculty

(Note: Each individual faculty member should complete this form and return it to the Program Coordinator, or designee.)

NAME: Donna Cefalo						
Current Academic Rank:	Instructor	Tenure Status			Tenured []	Not Tenured [X]
Academic Degrees:						
Bachelor Degree BA [] BS []		Concentration:				
Institution Granting Degree:						
Masters Degree:	MA []	MS []	MEd []	MBA []	MPH []	Other
Concentration:						:
Institution Granting Degree						
Doctorate:		PhD []	EdD []	JD []	Other:	
Concentration:						
Institution Granting Degree						
Certifications						
Type	Issuing Agency					Date
CNA						
CPT						
CHCI						
BLS						
CHHA						
Membership in Professional Organizations				Awards		
NHA						
Publications (relevant to teaching responsibilities)				Presentations (relevant to teaching responsibilities)		
CAP Today				Phlebotomy Skills for Nursing Home		

CHART 6 (CONTINUED)

NAME: Donna Cefalo		
Continuing Education Activities/Professional Development (For past 3 years, or of major significance prior to this time and related to area of teaching responsibility)		
Type	Sponsoring Agency	Date
National Regional Lab Conference	PACE	10/18/11
Management Training	Winchester Hospital	
Other information which you believe demonstrates your academic and experiential qualifications, and maintenance of expertise in your area of educational responsibility.		
<p>Resource Educator for Home Care RN's, HHA's, Phlebotomists and Interns at Winchester Hospital. Expert Witness in multiple court cases involving Phlebotomy.</p>		

CHART 6: FACULTY CREDENTIALS
Complete one chart for each member of the faculty

(Note: Each individual faculty member should complete this form and return it to the Program Coordinator, or designee.)

NAME: Deborah Nelson						
Current Academic Rank:	Instructor	Tenure Status			Tenured []	Not Tenured [X]
Academic Degrees:						
Bachelor Degree BA [] BS []		Concentration:				
Institution Granting Degree:						
Masters Degree:	MA []	MS []	MEd []	MBA []	MPH []	Other
Concentration:						:
Institution Granting Degree						
Doctorate:		PhD []	EdD []	JD []	Other:	
Concentration:						
Institution Granting Degree						
Certifications						
Type	Issuing Agency				Date	
Certificate Phlebotomy Technician	NHA				2000	
Healthcare Instructor Certified	NHA				2000	
Membership in Professional Organizations				Awards		
National Healthcare Association						
Publications (relevant to teaching responsibilities)				Presentations (relevant to teaching responsibilities)		

CHART 6 (CONTINUED)

NAME: Deborah Nelson		
Continuing Education Activities/Professional Development (For past 3 years, or of major significance prior to this time and related to area of teaching responsibility)		
Type	Sponsoring Agency	Date
Other information which you believe demonstrates your academic and experiential qualifications, and maintenance of expertise in your area of educational responsibility.		
25 year work experience.		

APPENDIX 2

ADVISORY COMMITTEE MINUTES

NONE

APPENDIX 3
OUTCOMES AND ASSESSMENT PLAN

OUTCOMES ASSESSMENT PLAN

PROGRAM: Phlebotomy Certificate Program

DATE: January 27, 2012

PART I. INTRODUCTION

A. *List the names and titles of the outcomes assessment team members.*

Brenda Salines, BS, M.Ed.	Phlebotomy Clinical Coordinator Assistant Professor Health Science
Kathy Hudson, MS	Department Chair Health Science
Cheryl Charest, CPT	Faculty
Donna Cefalo, CPT	Faculty
Tina FitzGerald, MT	Lab Administrative Director Merrimack Valley Hospital
Amy Dumas, MT	Phlebotomy Supervisor Anna Jaques Hospital
Janie Morales, CPT	Lead Phlebotomist Holy Family Hospital
Candace Gardener, MT	Phlebotomy Supervisor Exeter CORE Physicians
Cynthia Morse CPT	Externship Supervisor Winchester Hospital Outpatient
Deb Nelson CPT	Externship Supervisor Winchester Hospital Outpatient
Christina Nicolo, CPT	Phlebotomist (NECC Grad) Lawrence General
Becky Schiller, CPT	Phlebotomist (NECC Grad) Lawrence General

B. *Provide a general description of the process followed to develop the Plan, e.g. face-to-face meetings, email exchanges for review of drafts, etc. Provide a general sense of the frequency and quality of interactions as well as the extent of contributions from team members.*

Our Program Review Committee convened for the first time in August 2011. At this meeting, members were given both the College Mission Statement and the Program Mission Statement. As this is the first Program Review for the Phlebotomy Certificate Program, a template was handed out with the Phlebotomy Handbook and Syllabi for the Phlebotomy class and the Phlebotomy Externship.

We met again in November to collaborate collectively on the initial draft.

Subsequent individual face-to-face meetings were held along with email correspondence until the final product was achieved.

PART II. DEVELOPMENT OF PROGRAM MISSION STATEMENT

A. Include the college's mission statement.

The college's mission statement is as follows:

The mission of Northern Essex Community College is to serve the people of the Greater Merrimack Valley as a caring and comprehensive center of educational excellence that offers high quality, affordable adult and post secondary education through the Associate Degree level, as well as a broad range of occupational programs and community services which enhance the social, cultural and economic life of the region.

B. Include the program's mission statement:

The mission of the Phlebotomy Certificate program is to prepare competent, entry-level phlebotomists, who will function professionally in all aspects of hospital laboratory/outpatient drawing facilities in order to meet the employment needs of the Greater Merrimack Valley Area Community.

We are committed to providing well trained phlebotomists with relevant skills and knowledge that meet the needs of the community and the profession. The phlebotomy education should be based on identified and verified roles and responsibilities of entry level practitioners as identified by NAACLS and ASCP. We believe in the Code of Ethics as established by these professional organizations and incorporate these standards in the Phlebotomy Certificate curriculum.

C. Describe the process used to develop the mission statement? E.g., were mission statements from other programs at NECC or other colleges consulted? Was there an "old" version of a program mission statement that you revised?

The mission statement for the program was first developed over 10 years ago when the program was conceived here at NECC. It has been reviewed and modified over the years to reflect the current needs of the students and the community at large.

The mission statement and program goals are reviewed annually by the program faculty with input from the externship preceptors, the department chair and our divisional dean.

PART III. DEVELOPMENT OF PROGRAM OBJECTIVES AND LEARNING OUTCOMES

For this section, reference the program's outcomes and curriculum map, included in Appendix 1.

A. Describe the process used to develop the program objectives and learning outcomes? E.g., were objectives and outcomes from other programs at NECC or other colleges consulted? What other materials did you refer to/draw from? How were team members involved in this process?

The Program review team reviewed program objectives and learning outcomes that were derived from the Phlebotomy clinical competency checklist and externship evaluation forms.

B. Describe how NECC's core academic skills are represented in the objectives and outcomes. (Note: This is required only for degree programs. Certificate programs, however, may also have included some or all of these competencies).

Oral, written, critical thinking skills are the core academic skills represented in the Phlebotomy Certificate Program.

C. Discuss how the outcomes are accomplished through the program's curriculum. (Note: Refer to the curriculum map which shows the relationship between courses and outcomes).

The curriculum map shows a clear relationship between the program outcomes and the curriculum.

PART IV. REPORT OF CURRENT ASSESSMENTS

For this section, reference the program's outcomes and assessments map, included in Appendix 2.

Provide a general discussion of assessments currently in place with respect to the program's outcomes. E.g., discuss whether course assessments appear to be mostly adequate for outcomes assessments, whether new assignments or methods of evaluation likely need to be developed, etc.

The assessment methods that are currently used, communication, comprehension and clinical skills are adequate assessments for measurement of desired outcome.

PART V. OUTCOMES ASSESSMENT SCHEDULE

For this section, reference the outcomes assessment schedule, included in Appendix 3.

Provide a general discussion of the rationale behind the schedule. E.g., what considerations went into the schedule's development? What was behind decisions to group certain outcomes together in a particular assessment cycle?

The assessment schedule was developed to combine measurable outcomes by the assessment tools utilized.

March 2011

KEY

I = Introduce; R = Reinforce;

E = Emphasize

X = Extent to which outcome is addressed is not specified

Outcomes and Curriculum Map - Phlebotomy Certificate

PROGRAM MISSION STATEMENT: The mission of the Phlebotomy Program is to prepare competent entry level Phlebotomists who will professionally serve the phlebotomy needs of the Greater Merrimack Valley Hospital and Outpatient Community.

OBJECTIVES	ASSOCIATED LEARNING OUTCOMES	PROGRAM CURRICULUM: SPECIFIC COURSES AND RELATIONSHIP TO OUTCOME						
The objectives of the Phlebotomy Certificate Program include to assist students in the development of:	The graduating student will be able to:	Requirements						Electives
		ENG101 English Comp 1	HES103 RICCS: Preparing for Success in a Healthcare Career	HES115 Medical Terminology	HES120 Phlebotomy	HES121 Phlebotomy Externship	HES201 Healthcare Law and Ethics	Computer Elective (3)
Basic Understanding of Medical Language.	1 Diagram med terms, label word parts and give definitions.			EIR				
	2 Describe structure of human body and ID body systems.			IER				
	3 Recognize body planes, cavities and major organs and systems.			IER				
Effective Oral Communication, Listening and Reading Comprehension Skills.	4 Explain procedures to patients and communicate information to staff.	IER		IER			ER	
	5 Understand messages from patient.	IER						
	6 Comprehend verbal and written instructions.	IER		IER				

Adequate Preparation for a Career in Healthcare.	7	Develop effective resume.		IER					
	8	Demonstrate professionalism.		IER					
	9	Provide good customer service skills.		IER		IER	E		
Venous and Capillary Collection Techniques.	10	Practice Safety OSHA Infection Control methods.				IER		ER	
	11	Collection and process specimen.				IER		ER	
	12	Requisition EMK, QC and QA.				IER		ER	
Further Development and Proficiency in Specimen Collection in this Capstone Class.	13	Collect hematological specimens.					IER ER		
	14	Evaluate and critique skill level and professional skills.					IER		
Knowledge Concerning the Ethical-Legal Responsibility of Healthcare Professionals which Requires Critical Thinking.	15	Demonstrate knowledge of Professional Liability and HIPPA.						IER	
	16	Protect Patient Rights and Safety.						IER	
	17	Demonstrate awareness of Controversial Ethical Issues.						IER	
Effective Use of Computers.	18	Use various Application Software.				ER		ER	IER
	19	Prepare an Electronic Spreadsheet.							IER
	20	Work with DB Management Software.							IER

26-Jan-12

Outcomes and Assessments Map – Phlebotomy Certificate Program

PROGRAM MISSION STATEMENT:

OBJECTIVES		ASSOCIATED LEARNING OUTCOMES		ASSESSMENT METHOD(S) ALREADY IN PLACE AND WHERE (e.g., in which courses or other curricular experiences such as practicum's, internships, etc.)
The objectives of the Phlebotomy Certificate Program include to assist students in the development of:		The graduating student will be able to:		
1	Basic understanding of medical language.	1	Diagram medical terms, label word parts, and give definitions.	Quizzes, Test, Research Papers, Class Presentations in Medical Terminology Class
		2	Describe structure of human body and ID body systems.	Quizzes, Test, Research Papers, Class Presentations in Medical Terminology Class
		3	Recognize body planes, cavities, and major organs and systems.	Quizzes, Test, Research Papers, Class Presentations in Medical Terminology Class
2	Effective oral communication, listening, and reading comprehension skills	4	Explain procedures to patients and communicate information to staff.	Clinical Competency, Externship Evaluation
		5	Understand messages from patient.	Clinical Competency, Externship Evaluation
		6	Comprehend verbal and written instructions.	Clinical Competency, Externship Evaluation
3	Adequate preparation for a career in healthcare.	7	Develop effective resume.	Evaluation, Resume Preparation I Class
		8	Demonstrate professionalism.	Externship Supervisor Evaluation
		9	Provide good customer service skills.	Externship Supervisor Evaluation
4	Venous and capillary collection techniques.	10	Practice OSHA safety infection control methods.	Clinical Competencies, Externship Evaluation
		11	Collect and process specimens.	Clinical Competencies, Externship Evaluation
		12	Requisition EMK, QC, and QA.	Clinical Evaluation

5	Further development and proficiency in specimen collection in this capstone class.	13	Collect hematological specimens.	Clinical Competencies, Externship Evaluation
		14	Evaluate and critique skill level and professional skills.	Externship Evaluation
6	Knowledge concerning the ethical/ legal responsibility of health care professionals which requires critical thinking.	15	Demonstrate knowledge of professional liability and HIPPA.	Class Presentation
		16	Protect patient rights and safety.	Clinical Competencies, Class Presentation
		17	Demonstrate awareness of controversial ethical issues.	Class Presentation
7	Effective use of computers.	18	Use various applications software.	Clinical Competencies, Externship Evaluation
		19	Prepare electronic spreadsheet.	Clinical Competencies
		20	Work with DB management software.	Clinical Competencies

LEARNING OUTCOMES ASSESSMENT SCHEDULE

PROGRAM: **Phlebotomy Certificate Program**

DATE: **January 27, 2012**

Program learning outcomes	Academic Years			
	2011-12	2012-13	2013-14	2014-15
L01	X		X	
L02	X		X	
L03	X		X	
L04	X		X	
L05	X		X	
L06	X		X	
L07	X		X	
L08	X		X	
L09	X		X	
L10	X		X	
L11	X		X	
L12	X		X	
L13		X		X
L14		X		X
L15		X		
L16		X		X
L17		X		X
L18		X		X
L19		X		X
L20		x		X