

Wayne Community College
Program Review and Outcome Assessments, 2019-20
(Previous Program Review Cycle, 2016-17)

Department Name:

Medical Laboratory Technology

Section 1: Program Overview**Mission/Purpose:**

The mission of the Wayne Community College's Medical Laboratory Technology Program is to prepare graduates for employment in the healthcare field by providing students with training and education in the technical skills and knowledge needed to perform routine clinical laboratory testing in all major areas of the laboratory, proper handling of biohazards, and maintenance of patient data, critical thinking, and communication skills.

Degrees, Diplomas, and Certificates Offered: Utilizing the table below, list all degrees, diplomas, and certificates offered, along with program codes.

Program Type (Associate, Diploma, or Certificate)	Program Title	Program Code
AAS Medical Laboratory Technology	Medical Laboratory Technology	A45420

Describe how the program's mission aligns with the College's vision, mission, core values, and strategic goals. Identify which Institutional Goal(s) best aligns with your program and explain why.

Goal 1: Increase Student Access

Goal 2: Ensure Program Excellence

Goal 3: Improve Student Success

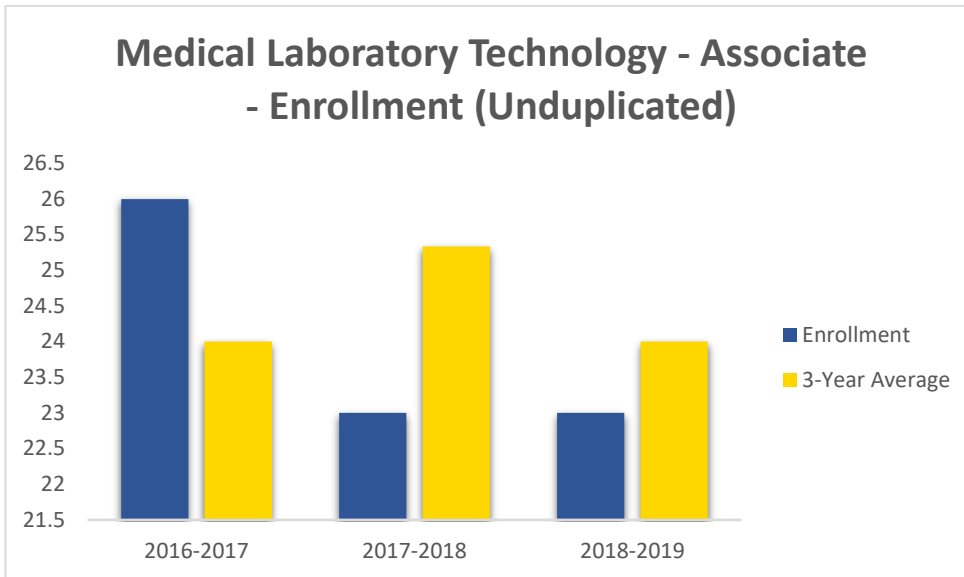
Goal 4: Ensure Institutional Quality

Goal: 2 The Medical Laboratory Technology Program Ensures Program excellence by maintaining high academic and professional standards both in the program and in the clinical setting. Preparing students to become accurate and reliable members of the health care team.

Goal 3: Improve Student Success by providing students with the necessary academic instruction and training in the healthcare field that will meet local employment needs. Allowing graduates who have met all the requirements to be eligible to take and pass the nationally recognized ASCP certification exam and earn an Associate in Applied Science.

Program Enrollment (Academic Year - Fall, Spring, Summer) – for each degree level (Associate, Diploma, Certificate)

Program Enrollment (Specify Degree Level) (unduplicated)		
Academic Year (Fall, Spring, Summer)	Enrollment	3-Year Average
2016-2017	26	24
2017-2018	23	25
2018-2019	23	24



Provide narrative for analysis of program enrollment. (*Is enrollment increasing or decreasing? What possible reasons for increase/decrease? Describe how you plan to address program enrollment.*)

This is a limited admission program with an enrollment cap of 12 students admitted per year. At this time, off campus clinical placement and on campus lab space are not adequate to support increased enrollment. Students who withdraw from the program have the option to apply for one re-admit. The need for additional faculty to ensure retain ability, obtaining additional lab space and more clinical placement sites will allow for increased enrollment. Recruitment efforts, career fairs, info sessions, marketing etc. all address the decreased enrollment.

Analysis of program budget full-time equivalent (BTFE) (*The number of full-time equivalent (FTE) student for which colleges are funded through State funding formulas. An amount of instruction that equates to an annual FTE student; one curriculum FTE equals 512 student hours.*)

The programs overall FTE average for the past three years is 70.91. The Medical Laboratory Technology programs FTE is for the same three-year time span and is 57.61 which is equal to 29,496.32 hours. The Medical Laboratory Technology students are generating 9.44 FTE or 4,833.28 hours for the general education courses. Budget FTE for the last three years remains consistent (averaging 19.20 budget FTE per year). By looking at these numbers it is apparent that most of the Medical Laboratory Technology student have previously taken some sort of general education courses prior to being accepted into the program.

Activities to ensure program changes (2016-17; 2017-18; 2018-19 – Academic Year, Fall, Spring, Summer)

List program curriculum changes, revisions, deletions in table.

Course Title	Date – Updated / Revised / Deleted
Curriculum Changes Approved 2019	Program Starting Semester Changed to Fall (Effective Fall 2020)
MLT 255 Practicum I	New 8 week Practicum vs 16 weeks (Effective Fall 2020)
MLT 265 Practicum II	New 8 week Practicum vs 16 weeks (Effective Fall 2020)
MLT 275 Practicum III	New 8 week Practicum vs 16 weeks (Effective Fall 2020)

MLT 288 Practicum IV	Addition of 4 th - 8 week Practicum (Effective Fall 2020)
Medical Terminology	Effective Fall 2020 - Deleted

Provide an overview of the significance of the program changes and improvements that occurred over the past three years. (What were the program's / discipline's goals and rationale for expanding and improving student learning, including new courses, programs, and delivery methods?)

Changes to the curriculum (effective Fall 2020) will improve the Medical Laboratory Technology program by increasing enrollment. Students are learning a sufficient amount of Medical Terminology throughout all the MLT courses offered, therefore completion of an additional medical terminology course is not needed. Starting the program in the fall will allow new graduates the opportunity to apply in the spring. The new curriculum will also allow students to focus on didactic MLT courses for the first academic year and clinical experience for the last academic year.

Advisory Committee: dates, summary of minutes, activities (2016-17; 2017-18; 2018-19 – Academic Year – Fall, Spring, Summer)

Summary of Advisory Committee Activities

Year	Meeting Dates	Recommendations / Activities
2016-2017	4/13/2016 - 7/26/2017	<ul style="list-style-type: none"> MLT Program fully accredited by NAACLS
2017-2018	4/26/2018 – 11/1/2018	<ul style="list-style-type: none"> Exceeding national benchmarks for retention, certification exam and employment placement rate
2018-2019	3/25/2019 – 11/20/2019	<ul style="list-style-type: none"> All 8 graduated employed in the lab Welcomed 6th MLT Class

Describe program's participation with Advisory Committee or external organizations that contribute to maintaining program relevance. (File Advisory Committee Meeting Minutes for past three years in Program Review Attachment folder.)

The Medical Laboratory Technology Program holds two advisory committee meetings a year (Spring/Fall). For any members who cannot attend the meetings the program director shares the minutes with them and asks for feedback. Committee members are provided with all information pertaining to current student standings, updates to the program, student graduations and success rates. Meeting regularly with the advisory committee provides the program with the opportunity to work closely together with our clinical affiliations and help to attract quality students and learn about possible job recruitments. In addition, the program director is also in contact with many members of the advisory committee during practicum site visits.

Provide narrative for analysis of trends in the field or industry (emerging needs). (Based on environmental scans, advisory committees, and other sources external to the program/discipline, how well is the program/discipline responding to the current and emerging needs of the community? Is there new technology/equipment that needs to be added to your program?)

After analyzing the Labor Market data, it appears that we are meeting the current trends in the Medical Laboratory Technology field. The MLT advisory committee provides program feedback throughout the academic year and are satisfied with these trends. However, there is always room to improve; expanding the labor market

data to include bordering counties in addition to dedicated laboratory space and more equipment will provide the program with more opportunities to meet the latest technological trends in the industry.

Section 2: Faculty Profile

Have all the faculty credentials been verified? (*Verify required documents are in personnel files.*)

Yes No

List of Faculty and Status (2016-17; 2017-18; 2018-19 – Academic Year – Fall, Spring, Summer)

Faculty / Name	Full-Time / Part-Time	Total Years within Department/Program	Total Years at WCC
Jan Bradley	Full-Time	8	8
Bridget Ledford-Waters	Part-Time (no longer employed at WCC)	1.5	1.5
Cole Eslyn	Part-Time (no longer employed at WCC)	1	1
Jolene Simmons	Part-Time (employed beginning of Fall 2018)	1.5	1.5

Provide narrative for adequacy of faculty numbers. (*Do you have enough faculty to support your program?*)

During the initial NAACLS accreditation self-study and site visit process it was suggested that increased staffing and continuity of adjunct instructors would benefit the program. This would allow the program director more time for recruitment of students and clinical sites to grow the program. This would also allow more flexibility to focus on program improvements, compliance with accreditation standards, and maintaining current curriculum.

Faculty Contact and Credit Hours

Faculty / Name	Full-Time Part-Time	Fall 2016		Spring 2017		Summer 2017	
		Contact	Credit	Contact	Credit	Contact	Credit
Jan Bradley	Full-Time	14	9	13	8	16	6
Bridget Ledford Waters	Part-Time	12	8	11	7	6	4

Faculty / Name	Full-Time Part-Time	Fall 2017		Spring 2018		Summer 2018	
		Contact	Credit	Contact	Credit	Contact	Credit
Jan Bradley	Full-Time	21	14	13	8	16	6
Cole Eslyn	Part-Time	5	3	14	7	6	4

Faculty / Name	Full-Time Part-Time	Fall 2018		Spring 2019		Summer 2019	
		Contact	Credit	Contact	Credit	Contact	Credit
Jan Bradley	Full-Time	14	9	14	8	14	6
Jolene Simmons	Part-Time	12	8	14	7	6	4

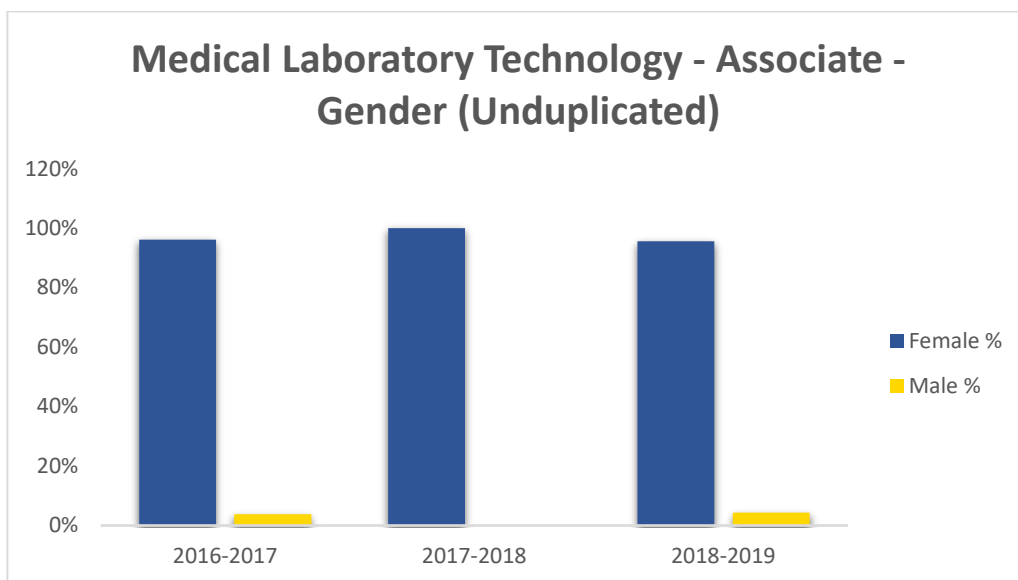
Professional development activities of faculty (2016-17; 2017-18; 2018-19 – Fiscal Year – July 1-June 30)

Verify departmental professional development (PD) tracking logs are completed and filed in Program Review Professional Development folder.

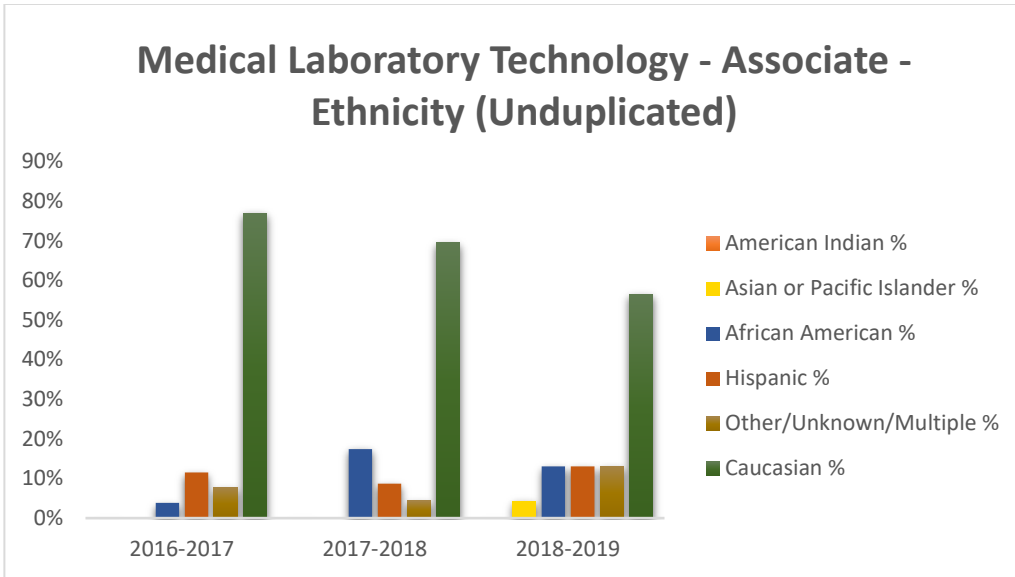
Yes No

Section 3: Student Demographics - Parent program (highest level only) data is provided.

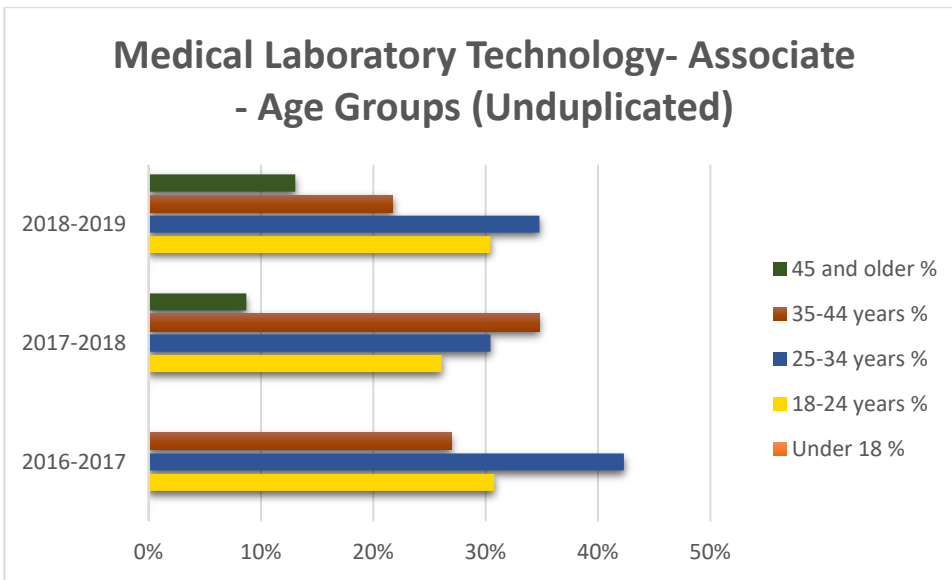
Gender (Specify highest level - unduplicated) Academic Year – Fall, Spring, Summer						
Academic Year	Female		Male		Total	
	N	%	N	%	N	%
2016-2017	25	96%	1	4%	26	100%
2017-2018	23	100%	0	0%	23	100%
2018-2019	22	96%	1	4%	23	100%



Ethnicity (Specify highest level – unduplicated) Academic Year – Fall, Spring, Summer						
Ethnicity	2016-17		2017-18		2018-19	
	N	%	N	%	N	%
American Indian	0	0%	0	0%	0	0%
Asian or Pacific Islander	0	0%	0	0%	1	4%
African American	1	4%	4	17%	3	13%
Hispanic	3	12%	2	9%	3	13%
Caucasian	20	77%	16	70%	13	57%
Other/Unknown/Multiple	2	8%	1	4%	3	13%
Total	26	100%	23	100%	23	100%



Age (Specify highest level – unduplicated) Academic Year – Fall, Spring, Summer						
Age	2016-17		2017-18		2018-19	
	N	%	N	%	N	%
Under 18	0	0%	0	0%	0	0%
18-24 years	8	31%	6	26%	7	30%
25-34 years	11	42%	7	30%	8	35%
35-44 years	7	27%	8	35%	5	22%
45 and older	0	0%	2	9%	3	13%
Total	26	100%	23	100%	23	100%



Provide narrative for analysis of student demographics. (What are you doing to recruit / retain a diverse student population? Do you have a diverse population of students?)

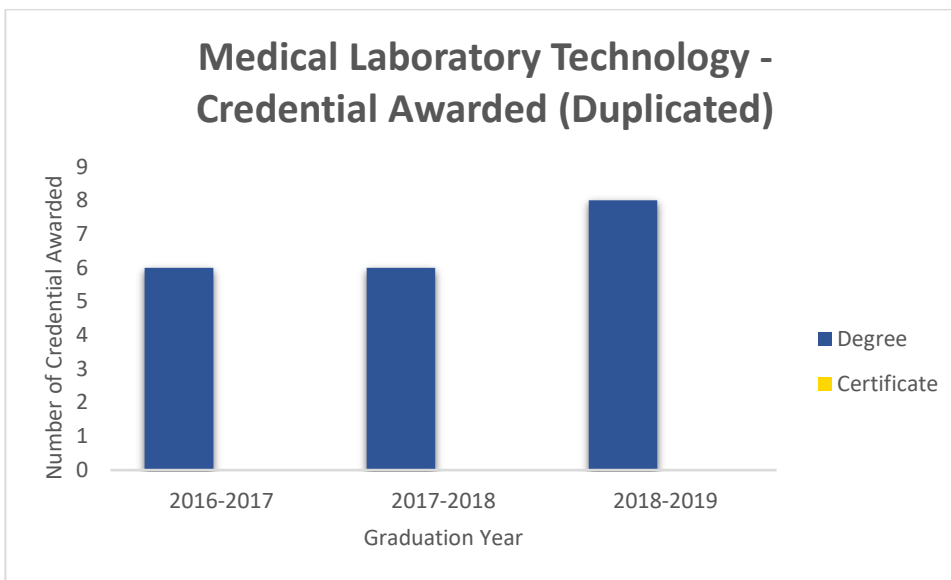
Students are predominately-white females between the ages of 18-34. This reflects the age and ethnic make-up of the limited admission applicant pool. Faculty members participate in multiple career fairs, allied health information sessions and other marketing events in an effort to increase diversity among applicants.

Section 4: Program Outcomes

Outcome #1: Completers (*unduplicated*) (*Degree level, highest level of attainment*)

Baseline: 7 # (*Average of total completers for the last three years – 2016-17; 2017-18; 2018-19*)
Standard: 8 #
Target: 9 #

Number of Completers (<i>unduplicated</i>) – Graduation Year – Summer, Fall, Spring				
Graduation Year	Degree	Diploma	Certificate	Total
2016-2017	6	0	0	6
2017-2018	6	0	0	6
2018-2019	8	0	0	8



Provide narrative for analysis of completers. *How might you increase the number of completers in your program?*

The Medical Laboratory Technology Program has met the thresholds set forth by our NAACLS accreditation. The upcoming curriculum change will allow students to begin in the Fall attracting more high school graduates to the program. Changes to curriculum are effective Fall 2020.

In addition, students are assigned a Career pathway specialist to help guide them towards the program that suits them best.

The Medical Laboratory Technology Program is satisfied with the number of completers. Yet, we are always looking for ways to improve and hope to see an increase in that number with help from the new program curriculum. The potential for increased enrollment and the opportunity for students to focus solely on clinical practicum courses are some ways to help increase those numbers.

Provide narrative for analysis of completer standard/target. *(As a result of the data analysis, indicate changes to the standard or target. Did you meet your standard/target? If you met your standard/target, what percentage would you like to increase your standard/target?)*

New completer standard and target was set based on the three-year baseline data from 2016-17, 2017-18 and 2018-19.

We met our standard and plan to keep same enrollment cap of 12 students for now. The accrediting body for this program, NAACLS, sets a benchmark stating that at least 70% of students who have begun the final half of the program go on to successfully graduate from the program. This program exceeded the NAACLS benchmark. Of students who began the final half of the program, 85% went on to successfully graduate.

Identify Completer Action Items

(Address program outcome assessments that fall below the established standard and/or target and additional recommendations resulting from the review.)

Item	Action Items <i>(Identify action items as a result of your program outcome assessment.)</i>	Target Date <i>(Identify your projected target date for completion of action items.)</i>	Assessment of Action Items <i>(State the method of assessment; how you plan to evaluate/assess the results of the action items.)</i>
1	Continue to maintain or exceed completer rates in accordance with NAACLS accrediting standards benchmark.	Fall 2022	Internally track number of graduates in accordance with NAACLS standards.
2			

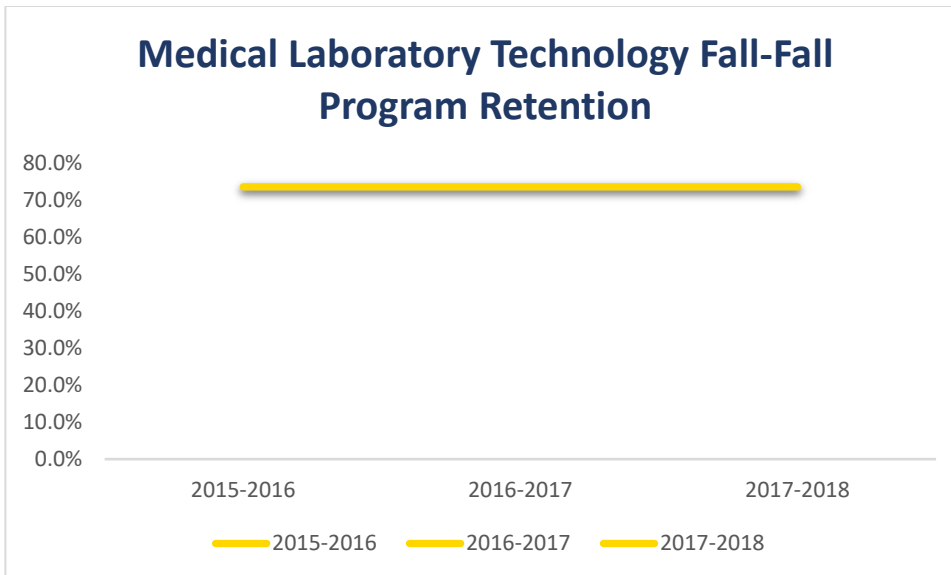
Outcome #2: Retention

Baseline: 80.2 % *(Average of last three years – 2016-17; 2017-18; 2018-19; fall-to-fall program retention)*

Standard: 82 %

Target: 85 %

Year (Fall to Fall)	Program Fall Enrollment Cohort	Program Completers	Program Returners	Program Non-Completers	Program Transfers	Program Retention
Fall 2016-Fall 2017	19	6	8	5	0	73.7%
Fall 2017-Fall 2018	19	6	8	5	0	73.7%
Fall 2018-Fall 2019	15	8	6	1	0	93.3%



Provide narrative for analysis of program retention. *(Based on the data, provide a narrative of your analysis of fall to fall retention. Indicate factors that may have affected your retention. State any changes you plan to address for next year that may affect retention.)*

The Medical Laboratory Technology program is satisfied with these numbers and hope to see these numbers increase over the next few years. Changes to Curriculum Effective Fall 2020 including the addition of a fourth Practicum course are expected to increase the programs retention. Students will be able to focus on all classwork for the first academic year and all clinical work for the second academic year giving the students a better option for being successful.

Provide narrative for analysis of program retention standard/target. *(As a result of the data analysis, indicate changes to the standard or target. Did you meet your standard/target? If you met your standard/target, what percentage would you like to increase your standard/target?)*

New program retention standard and target was set based on the three-year baseline data from 2016-17, 2017-18, and 2018-19 fall to fall retention.

Additionally, the accrediting body for this program, NAACLS, sets a benchmark stating that at least 70% of students who have begun the final half of the program go on to successfully graduate from the program. This program exceeded the NAACLS benchmark. Of students who began the final half of the program, 85% went on to successfully graduate.

Identify Retention Action Items

(Address program outcome assessments that fall below the established standard and/or target and additional recommendations resulting from the review.)

Item	Action Items <i>(Identify action items as a result of your program outcome assessment.)</i>	Target Date <i>(Identify your projected target date for completion of action items.)</i>	Assessment of Action Items <i>(State the method of assessment; how you plan to evaluate/assess the results of the action items.)</i>
1	Curriculum Change	Fall 2022	Internally track retention data
2			

Outcome #3: Job Placement / Employment (to be provided by program)**Baseline:** 6 # (Average number employed for the last three years – 2016-17; 2017-18; 2018-19)**Standard:** 7 #**Target:** 8 #

Graduation Year – Summer, Fall, Spring	Completers (unduplicated)	# Employed (within 1 Yr)	Unknown
2016-2017	6	6	
2017-2018	6	4	2
2018-2019	8	8	

Provide narrative for analysis of student job placement. (Are students finding jobs within the program of study?)
(How can your program promote higher employment of students in the field?)

In December 2016 there were 6 students who successfully completed the program. Of those 6 students all were employed in the laboratory field within the first year.

In December 2017 there were 6 students who successfully completed the program. Of those 6 students, 4 were employed within the first year, 1 student was accepted into ECU the other student had health concerns and was not job searching.

In December 2018 there were 8 students who successfully completed the program. Of those 8 students, all were employed in the laboratory field within the first year.

Provide narrative for analysis of standard/target. (As a result of the data analysis, indicate changes to the standard or target. Did you meet your standard/target? If you met your standard/target, what percentage would you like to increase your standard/target)

New job placement/employment standard and target was set based on the three-year baseline data from 2016-17, 2017-18, and 2018-19. The standard and target was set based on the three-year average baseline data from 2016-17, 2017-18, and 2018-19 graduates employed. Based on our accrediting body (NAACLS) we are meeting the standards. We have set our standard at 7 and target at 8. The Medical Laboratory Technology Program as consistently shown a high job placement rate. Many employers seek our students and employee them right after graduation. We are satisfied with this percentage but always looking for ways to improve.

Identify Job Placement / Employment Action Items

(Address program outcome assessments that fall below the established standard and/or target and additional recommendations resulting from the review.)

Item	Action Items (Identify action items as a result of your program outcome assessment.)	Target Date (Identify your projected target date for completion of action items.)	Assessment of Action Items (State the method of assessment; how you plan to evaluate/assess the results of the action items.)
1	Continue to maintain job placement rates in accordance with NAACLS accrediting standards.	Fall 2022	Internally track employment of graduates in accordance with NAACLS standards. In addition, results of post-graduate survey will verify internal tracking.

Outcome #4: Labor Market Data

Provide narrative for analysis of Labor Market Data. *(Review Labor Market Data provided in the audit data reports and provide an assessment of the data.)*

After reviewing the labor market data I believe it corresponds with local laboratory jobs in Wayne County. Many of our graduated students are employed outside Wayne County. Suggestions will be made to expand the labor market analysis to surrounding counties as well.

Outcome #5: Licensure and Certification Passing Rates (if applicable) Not applicable.

Baseline: 88 % *(Average of last three years; 2017, 2018, and 2019)*

Standard: 90 %

Target: 100 %

Licensure / Certification Exam – American Society for Clinical Laboratory Science Exam

NCCCS Report	Exam Year	# Tested	# Passed	% Passing
2016	2014-15	N/A	N/A	N/A
2017	2015-16	6	5	83%
2018	2016-17	5	4	80%
2019	2017-18	4	4	100%

Provide narrative for analysis of licensure / certification passing rates. *(Are you satisfied with your program licensure rates?)*

Licensure is not currently offered by the state of NC. National certification is not required by law to obtain employment, but is strongly preferred by local employers.

Provide narrative for analysis of licensure and certification passing rates standard/target. *(As a result of the data analysis, indicate changes to the standard or target. Did you meet your standard/target? If you met your standard/target, what percentage would you like to increase your standard/target?)*

New licensure/certification passing rate standard and target was set based on the three-year baseline data from 2017, 2018, and 2019 for the American Society for Clinical Laboratory Science Board of Certification exam.

In the last three years, 15 of the 20 graduates (75%) chose to sit for national certification exams through ASCP. Thirteen of 15 (87%) passed and are currently nationally certified as medical laboratory technicians.

Identify Licensure and Certification Passing Rates Action Items

(Address program outcome assessments that fall below the established standard and/or target and additional recommendations resulting from the review.)

Item	Action Items <i>(Identify action items as a result of your program outcome assessment.)</i>	Target Date <i>(Identify your projected target date for completion of action items.)</i>	Assessment of Action Items <i>(State the method of assessment; how you plan to evaluate/assess the results of the action items.)</i>

1	Continue encouraging students to sit for the national certification exam upon graduation.	Spring 2022	Internally track certification pass rates of graduates in accordance with NAACLS standards
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Outcome #6: Third-Party Credentials (if applicable)

Baseline: _____ # (Average number credentials earned for the last three years – 2016-17; 2017-18; 2018-19)

Standard: _____ #

Target: _____ #

Third-Party Credentials

Academic Year Fall, Spring, Summer	Credentials for Program of Study	# Tested (duplicated)	# Passed
2016-2017	N/A		
2017-2018			
2018-2019			

Provide narrative for analysis of third-party credentials. (Are there other industry-recognized credentials that need to be addressed for the program of study?) (What are other means to promote program third-party credentials?)

N/A

Provide narrative for analysis of third-party credentials standard/target. (As a result of the data analysis, indicate changes to the standard or target. Did you meet your standard/target? If you met your standard/target, what percentage would you like to increase your standard/target?)

N/A

Identify Third-Party Credentials Action Items

(Address program outcome assessments that fall below the established standard and/or target and additional recommendations resulting from the review.)

Item	Action Items (Identify action items as a result of your program outcome assessment.)	Target Date (Identify your projected target date for completion of action items.)	Assessment of Action Items (State the method of assessment; how you plan to evaluate/assess the results of the action items.)
1	N/A		
2			

Outcome #7: Program Success Rate (all delivery methods) (Program Success Rate tab)

Baseline: 96 % (Average program success students for the last three years – 2016-17; 2017-18; 2018-19)
Standard: 98%
Target: 100%

Academic Year Fall, Spring, Summer	Program Enrolled Students	Program Success Students	Program Success Rate
2016-2017	112	105	94%
2017-2018	95	94	99%
2018-2019	86	82	95%

Provide narrative for analysis of student success in program courses. (Ex – Are students more successful in program courses in face to face, online, hybrid, or blended methods of course delivery? In evaluating the methods of delivery, should certain methods of delivery be considered for deletion or modification?)

All MLT specific programs are face-to-face, no hybrid or online courses were offered. Face-to-face courses are highly recommended for the MLT program however, the accrediting body for this program, NAACLS does allow for online or hybrid options for some MLT courses. The addition of more resources and modules added to Moodle could improve success of online course options. MLT practicum courses require students to complete clinical site training and cannot be completed online.

Provide narrative for analysis of student success in program courses standard/target. (As a result of the data analysis, indicate changes to the standard or target. Did you meet your standard/target? If you met your standard/target, what percentage would you like to increase your standard/target?)

New program success rate standard and target was set based on the three-year baseline data from 2016-17, 2017-18, and 2018-19. The accrediting body for this program, NAACLS, sets a benchmark stating that at least 70% of students who have begun the final half of the program go on to successfully graduate from the program. This Program exceeded the NAACLS benchmark. Of students who began the final half of the program, 85% went on to successfully graduate. Face-to-face courses are highly recommended since student success of the MLT program exceeds that benchmark.

Identify Student Success in Program Courses Action Items

(Address program outcome assessments that fall below the established standard and/or target and additional recommendations resulting from the review.)

Item	Action Items (Identify action items as a result of your program outcome assessment.)	Target Date (Identify your projected target date for completion of action items.)	Assessment of Action Items (State the method of assessment; how you plan to evaluate/assess the results of the action items.)
1	Continue to maintain student success rates in accordance with NAACLS accrediting standards.	Fall 2022	Internally track student success rates in accordance with NAACLS standards.
2	Some hybrid courses will be offered for the MLT program	Fall 2021	Internally track student success rates in accordance with NAACLS standards.

Section 5: Other Assessments

In addition to SACSCOC, is there an accrediting body specifically related to the program? If so, please name the professional organization, describe the program's current status, and most recent date of accreditation.

The Medical Laboratory Technology program has an accreditation through NAACLS. The program was last reviewed Spring 2015. We will have another review Spring 2021.

Analysis of other assessments. *(Have you performed other assessments to evaluate the effectiveness of your program, to include surveys, self-assessments, or other assessment used to evaluate the program. If so, please explain how information collected from the(se) assessments will be used to improve the program.)*

Monitoring and administering end of course surveys, and post-graduate surveys for all students.

Identify Other Assessment(s) Action Items *(if applicable)*

(Address program outcome assessments that fall below the established standard and/or target and additional recommendations resulting from the review.)

Item	Action Items <i>(Identify action items as a result of your program outcome assessment.)</i>	Target Date <i>(Identify your projected target date for completion of action items.)</i>	Assessment of Action Items <i>(State the method of assessment; how you plan to evaluate/assess the results of the action items.)</i>
1	Accreditation site visit scheduled for Spring 2021	August 2021	Meeting NAACLS compliance standards stated during site visit
2	Request and Administer post-graduate surveys upon graduation	March 2021	Continue to monitor post-graduate surveys

Provide narrative for your program facility needs. If facilities are adequate, please confirm.

Currently the Medical Laboratory Technology Program along with the Medical Assisting, and Pharmacy Technician program are all sharing lab and classroom space in Pine 220. More space is needed, not only are we sharing classroom and lab space, we are also sharing storage space. During the accreditation site visit, NAACLS cited the program for using the same space for lab and class, due to safety and infection control concerns from biohazards used in labs. They also cited the program on the overuse of the space since it did not allow the MLT students to have time out of class to come and work in the lab. They did not make a formal recommendation for the space not to be shared among the programs; however, they verbally expressed concern over safety of students in the MLT program, as well as students in Medical Assisting and Pharmacy Technology programs. In response to the citations and recommendations, the lecture portion of all MLT and MED classes that are being taught in Pine 220 have all been moved to various locations across campus and the room is only used for labs. This has been a temporary fix to comply with NAACLS recommendations until a permanent solution can be created. This will have to be addressed again with the NAACLS two year report and we are fearful that more than just a verbal recommendation will be made which could put the program in danger of suspension of accreditation which would prohibit the MLT graduates from taking the certification exam and possible employment. The only long-term solution for this issue is to grant both programs their own individual space for both class and lab. We have been informed that the current two constructions projects for Automotive/Collision Repair and Advanced Manufacturing buildings on campus may offer relocation opportunities and dedicated space for the MLT program needs.

The need for more space that includes a dedicated laboratory for simulations and classroom for lectures per NAACLS recommendation. This type of expansion would allow for more equipment and resources that would

provide more of a realistic laboratory environment similar to what many other MLT programs offer. These improvements would benefit the program in many ways and increase the students' knowledge on current technology and trends in the laboratory.

Provide narrative for academic / student support services. (Are services adequate for your program?)

The Medical Laboratory Technology Program utilizes the disabilities counselor to assist students with disabilities according to the ADA. The MLT program works closely with the Career Pathway Specialists and Achievement Coaches to provide one-on-one, as well as group meetings. Utilization of Financial Aid and WCC Foundations service are excellent services offered to help students with the cost of the program. The Academic testing center is utilized very seldom and have experience no challenges. All student support services are adequate.

Planning Objectives (2016-17; 2017-18; 2018-19 – Fiscal Year, July 1-June 30)

Provide a summary of planning objectives submitted for the last three years, including the use of results, of the planning objectives in the table provided.

Summary of Planning Objectives

Planning Year (Fiscal Year – July 1-June 30)	Objective(s) Submitted	Use of Results
2016-17	1) Lighted magnifier with clamp 2) Brightfield Microscope (approved) 3) 2015-16 objective - - StatFax4700- Comprehensive test menu provides student experience in various enzyme immunoassays 4) 2015-16 objective - -Triage Meter Pro- Comprehensive test	1) Magnifying Lamps are in use. Students have demonstrated mastery of associated skills during on-campus labs and clinical practicums. 2) (Carried forward to 2017-18 to report use of results and assessment) 100% of students surveyed agreed or strongly agreed Classrooms have equipment necessary to support effective instruction. Use of microscopes in student labs has allowed students to improve microscopy skills and be better prepared for clinical practicums. 3) (Carried forward to 2016-17 plan to report use of results and assessment) Triage Meter Pro is currently in use. 88.3% of respondents to the 2016 Student Resource Assessment agree or strongly agree that-- The variety of laboratory equipment is sufficient for student performance of required laboratory exercises. 4) (Carried forward to 2016-17 plan to report use of results and assessment) Triage Meter Pro has been received. Labs are being developed utilizing this equipment. Triage Meter Pro is located in Pine 220. It will be utilized in MLT130 in Spring 2017. Graduates will complete Student Resource Assessment Survey. Carry forward to the 2016-17 Plan to report the assessment. 88.3% of respondents to the 2016 Student Resource Assessment agree or strongly agree that-- The variety of

		laboratory equipment is sufficient for student performance of required laboratory exercises.
2017-18	2 Blood Bank Centrifuges (approved)	Items were ordered from supplier. Supplier advised that items were no longer available refurbished as requested in quote. Order was cancelled.
2018-19	No planning objective(s) submitted	N/A

Provide narrative for analysis of the program's / discipline's strengths, weaknesses, and opportunities.

One of the Medical Laboratory Technology programs biggest strengths is the ability to provide students with the foundation, knowledge and skills necessary to gain entry into the rapidly growing medical profession without spending 4 years in college.

One of the weaknesses of the Medical Laboratory Technology program is lack of a designated classroom, laboratory, and storage space. During the site visit for the MLT program the accreditation agency requested that the lab space only be used for lab and no class. They did not make a formal recommendation for the space not to be shared among the programs however they verbally expressed concern over the space. NAACLS did cite the program on the overuse of the space since it did not allow for the MLT students to have time out of class to come and work in the lab.

Continuity of faculty is also another weakness of the program. In addition to the full-time program director, another full-time MLT instructor or full-time shared position would be helpful in alleviating this weakness. Adjunct instructors state they are not getting enough hours and compensation to make part-time work financially feasible. Instructors must meet strict NAACLS guidelines and thus are difficult to replace. It would be very beneficial to the program if this instructor was able to be here full-time or on a more permanent basis. This would allow the program director the time to focus on the administrative aspects of the job and also allow both instructors to participate in recruitment activities to assist the program growth. It would also allow the program director the time to focus on any improvements that can be made to the Medical Laboratory Technology program. These opportunities can be met with increased enrollment and continued success of the program.

Section 6: Outcomes Follow-Up and Approvals

Outcomes follow-up to be addressed spring semester following review year (2020-21 and 2021-22).

Review prepared and submitted by: *(Please list name(s) and titles)*

Jolene Simmons, MLT Program Supervisor

Approvals

- Using DocuSign (electronic signature), appropriate Division Dean is asked to review and approve the Review and Outcome Assessment.
- Using DocuSign (electronic signature), the Office of Institutional Effectiveness (IE) will review the Program/Service Review and Outcome Assessments when completed by the responsible program/service personnel. The Office of Institutional Effectiveness will forward the review documents to the appropriate administrator (VP/AVP) upon completion.
- Using DocuSign (electronic signature), appropriate Vice President/Associate Vice President is asked to review and approve the Review and Outcome Assessments.

Dean Acceptance / Date: Janeil Marak 8/13/2020

IE Acceptance / Date: Dorothy Moore 8/13/2020

Administrator Approval / Date: Patty Pfeiffer 8/13/2020