

Wayne Community College Program Review – 2024-2025

Name of Program: Medical Laboratory Technology

Section 1: Program Overview

Mission/Purpose: *As part of the review cycle, programs are asked to formally evaluate their mission/purpose statement.*

Please provide your current mission/purpose statement.

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.

Provide narrative for the analysis of the mission/purpose statement. *(Are you planning to revise your mission/purpose statement? If so, please provide your revised mission/purpose statement and reason for the change.)*

Upon reviewing the Medical Laboratory Technology Program's mission statement, it has been decided that no changes will be made.

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

- 1) **Increase Student Access:** Develop policies and practices that provide increased opportunities and remove barriers for all students to enter into, and successfully proceed through training programs or post-secondary education.
- 2) **Ensure Program Excellence:** Develop and implement effective training and academic opportunities responsive to the needs of our community and industry partners.
- 3) **Improve Student Success:** Prepare students to thrive in today's global economy by increasing the number of students leaving with workforce ready credentials, skills, and/or university transfer pathways.
- 4) **Ensure Institutional Quality:** Engage in organized, strategic, and data-informed planning to continually improve relevance and quality in all college administrative, students, and support services to ensure that the college's vision, mission and goals will be achieved.

Goal 1: The Medical Laboratory Technology Program provides students with assistance throughout the entire application process as well as one on one advising with the program director to ensure students have increased access to all resources necessary for success.

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.

Associates, Diplomas, Certificates, and Pathways Offered: Please list all associates, diplomas, certificates, and pathways offered in the table below.

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

Activities to ensure program is current (2022-23; 2023-24; 2024-25 – Academic Year, Fall, Spring, Summer)

List program curriculum changes, revisions, and/or deletions.

Curriculum Changes	Date – Updated / Revised / Deleted
MLT 255 Practicum I	Effective Fall 2024 – Deleted
MLT 264 Practicum II	Effective Fall 2024 – Deleted
MLT 274 Practicum III	Effective Fall 2024 – Deleted
MLT 288 Practicum IV	Effective Fall 2024 – Deleted
MLT 257	Effective Fall 2024 – Addition
MLT 267	Effective Fall 2024 – Addition

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, program degrees, certificates, diplomas, and/or delivery methods?)*

Changes to the curriculum (effective Fall 2024) will improve the Medical Laboratory Technology program by allowing students more time to complete clinical requirements. By removing the Fall 1 and Fall 2 practicum courses, and combining them into one practicum course, it allows students more time if they miss clinical days due to sickness or inclement weather. This allows them more time to complete all their clinical requirements/hours.

Advisory Committee: dates, summary of minutes, activities (2022-23; 2023-24; 2024-25 – Academic Year – Fall, Spring, Summer)

Summary of Advisory Committee Activities

Year	Meeting Dates	Recommendations / Activities
2022-2023	April 4, 2023	Looking for a new adjunct. Bring the meeting to campus.
2023-2024	April 11, 2024	Personnel changes. New program supervisor.
2024-2025	April 3, 2025	Personnel changes – New clinical coordinator position

(Ensure that Advisory Committee Meeting Minutes are filed in the IE Shared Program Folder.)

Provide narrative for analysis of trends in the field or industry (emerging needs) that contribute to maintaining program relevance. *(Based on advisory committee suggestions, environmental scans, industry demands, and other sources external to the program/discipline, how well is the program/discipline responding to the current and emerging needs of the industry and/or community? What resources might your program need?)*

The Medical Laboratory Technology Program holds its annual committee meeting in the Spring. For any members who cannot attend the meetings, the program director shares the minutes with them and asks for feedback. The program performs well compared to other local medical laboratory technology programs. There is still an increasing community need for certified MLTs. But our graduation numbers are on track to graduate more this year than last. Resources that are routinely brought up at advisory committee meetings are the limited clinical site spots for students. It is difficult to accept more students and grow the program when local hospitals are only willing to take a few students at a time.

Current trends in the medical laboratory field are vastly increasing in technology and automation. The MLT program does lack equipment that would benefit the program regarding current trends in the clinical lab. Items such as automated cell washers will save a significant amount of time during hands on laboratory instructions and allow students less time on tedious setting up tasks and more time on actual laboratory methodology. Last year we did receive an automated CBC analyzer that has helped MLT 120 and MLT 220 classes tremendously. Now our students can compare their manual cell counts with automated cell counts. It also allows them to gain experience on automated analyzers that are commonly used in clinical settings.

Section 2: Program Outcomes

Outcome #1: Enrollment (*unduplicated*)

Baseline: 17 # (*Average of total enrollment for the last three years – 2021-22; 2022-23; 2023-24*)
Standard: 18 #
Target: 19 #

Program Enrollment

Program Enrollment (unduplicated)	
Academic Year (Fall, Spring, Summer)	Enrollment
2021-2022	14
2022-2023	16
2023-2024	20

Enrollment by Ethnicity, Gender, and Age

Ethnicity & Gender Table

Ethnicity & Gender	2021-2022		2022-2023		2023-2024	
	N	%	N	%	N	%
African American, Female	3	21.4%	5	31.3%	5	25.0%
American Indian/Alaskan Native, Female	0	0.0%	0	0.0%	0	0.0%
Asian, Female	0	0.0%	1	6.3%	1	5.0%
Caucasian, Female	7	50.0%	5	31.3%	9	45.0%
Hawaiian/Other Pacific Islander, Female	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Female	1	7.1%	1	6.3%	2	10.0%
Two or More Races, Female	0	0.0%	0	0.0%	0	0.0%
Unknown, Female	0	0.0%	0	0.0%	0	0.0%
Female Total	11	78.6%	12	75.0%	17	85.0%
African American, Male	0	0.0%	1	6.3%	0	0.0%
American Indian/Alaskan Native, Male	1	7.1%	0	0.0%	0	0.0%
Asian, Male	0	0.0%	0	0.0%	0	0.0%
Caucasian, Male	0	0.0%	2	12.5%	2	10.0%
Hawaiian/Other Pacific Islander, Male	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Male	0	0.0%	0	0.0%	1	5.0%
Two or More Races, Male	2	14.3%	1	6.3%	0	0.0%
Unknown, Male	0	0.0%	0	0.0%	0	0.0%
Male Total	3	21.4%	4	25.0%	3	15.0%
Total	14	100.0%	16	100.0%	20	100.0%

Ethnicity & Age Range Table

Ethnicity & Age Range	2021-2022		2022-2023		2023-2024	
	N	%	N	%	N	%
African American, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
American Indian/Alaskan Native, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Asian, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Caucasian, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Hawaiian/Other Pacific Islander, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Two or More Races, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Unknown, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Under the age of 18 Total	0	0.0%	0	0.0%	0	0.0%
African American, 18-24	3	21.4%	4	25.0%	1	5.0%
American Indian/Alaskan Native, 18-24	0	0.0%	0	0.0%	0	0.0%
Asian, 18-24	0	0.0%	0	0.0%	0	0.0%
Caucasian, 18-24	2	14.3%	3	18.8%	6	30.0%
Hawaiian/Other Pacific Islander, 18-24	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 18-24	0	0.0%	0	0.0%	1	5.0%
Two or More Races, 18-24	2	14.3%	1	6.3%	0	0.0%
Unknown, 18-24	0	0.0%	0	0.0%	0	0.0%
18-24 Total	7	50.0%	8	50.0%	8	40.0%
African American, 25-44	0	0.0%	2	12.5%	4	20.0%
American Indian/Alaskan Native, 25-44	0	0.0%	0	0.0%	0	0.0%
Asian, 25-44	1	7.1%	1	6.3%	1	5.0%
Caucasian, 25-44	4	28.6%	3	18.8%	5	25.0%
Hawaiian/Other Pacific Islander, 25-44	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 25-44	1	7.1%	1	6.3%	2	10.0%
Two or More Races, 25-44	0	0.0%	0	0.0%	0	0.0%
Unknown, 25-44	0	0.0%	0	0.0%	0	0.0%
25-44 Total	6	42.9%	7	43.8%	12	60.0%
African American, 45-64	0	0.0%	0	0.0%	0	0.0%
American Indian/Alaskan Native, 45-64	0	0.0%	0	0.0%	0	0.0%
Asian, 45-64	0	0.0%	0	0.0%	0	0.0%
Caucasian, 45-64	1	7.1%	1	6.3%	0	0.0%
Hawaiian/Other Pacific Islander, 45-64	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 45-64	0	0.0%	0	0.0%	0	0.0%
Two or More Races, 45-64	0	0.0%	0	0.0%	0	0.0%
Unknown, 45-64	0	0.0%	0	0.0%	0	0.0%
45-64 Total	1	7.1%	1	6.3%	0	0.0%
African American, 65+	0	0.0%	0	0.0%	0	0.0%
American Indian/Alaskan Native, 65+	0	0.0%	0	0.0%	0	0.0%
Asian, 65+	0	0.0%	0	0.0%	0	0.0%
Caucasian, 65+	0	0.0%	0	0.0%	0	0.0%
Hawaiian/Other Pacific Islander, 65+	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 65+	0	0.0%	0	0.0%	0	0.0%
Two or More Races, 65+	0	0.0%	0	0.0%	0	0.0%
Unknown, 65+	0	0.0%	0	0.0%	0	0.0%
65+ Total	0	0.0%	0	0.0%	0	0.0%
Total	14	100.0%	16	100.0%	20	100.0%

Provide narrative for analysis of program enrollment. *(Is enrollment increasing or decreasing? What are possible reasons for increase/decrease? Describe any action plans to improve or increase program enrollment.)*

The data provided shows a slow increase in enrollment. As there continues to be an increased need for medical laboratory professionals to accommodate the existing shortage in the field, there is an increased need for trained laboratory professionals. In an effort to increase the MLT program’s enrollment, the program has and continues to recruit as much as possible. The program also continues to build strong, professional relationships with our clinical affiliates and recruiters to help assist with the demand for licensed technologists.

2025-2026 Action Items:

Item	Action Items <i>(What actions can be taken to increase enrollment in your program?)</i>	Assessment of Action Items <i>(How will you assess the results of action items?)</i>
1	Recruitment and community outreach	Assess program enrollment every Fall semester

Outcome #2: Retention

Baseline: 31.8 % (Average of last three years – 2021-22; 2022-23; 2023-24; program retention)
Standard: 33%
Target: 34 %

Year	Program Retention Rate
Fall 2021 to Fall 2022	23.0%
Fall 2022 to Fall 2023	37.5%
Fall 2023 to Fall 2024	35.0%

Retention by Ethnicity, Gender, and Age

Ethnicity & Gender Table

Ethnicity & Gender	Fall 2021 to Fall 2022		Fall 2022 to Fall 2023		Fall 2023 to Fall 2024	
	N	%	N	%	N	%
African American, Female	0	0.0%	3	50.0%	1	14.3%
American Indian/Alaskan Native, Female	0	0.0%	0	0.0%	0	0.0%
Asian, Female	0	0.0%	0	0.0%	1	14.3%
Caucasian, Female	2	66.7%	2	33.3%	2	28.6%
Hawaiian/Other Pacific Islander, Female	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Female	0	0.0%	0	0.0%	1	14.3%
Two or More Races, Female	0	0.0%	0	0.0%	0	0.0%
Unknown, Female	0	0.0%	0	0.0%	0	0.0%
Female Total	2	66.7%	5	83.3%	5	71.4%
African American, Male	0	0.0%	0	0.0%	0	0.0%
American Indian/Alaskan Native, Male	0	0.0%	0	0.0%	0	0.0%
Asian, Male	1	33.3%	0	0.0%	0	0.0%
Caucasian, Male	0	0.0%	0	0.0%	2	28.6%
Hawaiian/Other Pacific Islander, Male	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Male	0	0.0%	0	0.0%	0	0.0%
Two or More Races, Male	0	0.0%	1	16.7%	0	0.0%
Unknown, Male	0	0.0%	0	0.0%	0	0.0%
Male Total	1	33.3%	1	16.7%	2	28.6%
Total	3	100.0%	6	100.0%	7	100.0%

Ethnicity & Age Range Table

Ethnicity & Age Range	Fall 2021 to Fall 2022		Fall 2022 to Fall 2023		Fall 2023 to Fall 2024	
	N	%	N	%	N	%
African American, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
American Indian/Alaskan Native, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Asian, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Caucasian, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Hawaiian/Other Pacific Islander, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Two or More Races, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Unknown, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Under the age of 18 Total	0	0.0%	0	0.0%	0	0.0%
African American, 18-24	0	0.0%	3	50.0%	0	0.0%
American Indian/Alaskan Native, 18-24	0	0.0%	0	0.0%	0	0.0%
Asian, 18-24	0	0.0%	0	0.0%	0	0.0%
Caucasian, 18-24	1	33.3%	0	0.0%	2	28.6%
Hawaiian/Other Pacific Islander, 18-24	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 18-24	0	0.0%	0	0.0%	0	0.0%
Two or More Races, 18-24	0	0.0%	1	16.7%	0	0.0%
Unknown, 18-24	0	0.0%	0	0.0%	0	0.0%
18-24 Total	1	33.3%	4	66.7%	2	28.6%
African American, 25-44	0	0.0%	0	0.0%	1	14.3%
American Indian/Alaskan Native, 25-44	0	0.0%	0	0.0%	0	0.0%
Asian, 25-44	1	33.3%	0	0.0%	1	14.3%
Caucasian, 25-44	1	33.3%	1	16.7%	2	28.6%
Hawaiian/Other Pacific Islander, 25-44	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 25-44	0	0.0%	0	0.0%	1	14.3%
Two or More Races, 25-44	0	0.0%	0	0.0%	0	0.0%
Unknown, 25-44	0	0.0%	0	0.0%	0	0.0%
25-44 Total	2	66.7%	1	16.7%	5	71.4%
African American, 45-64	0	0.0%	0	0.0%	0	0.0%
American Indian/Alaskan Native, 45-64	0	0.0%	0	0.0%	0	0.0%
Asian, 45-64	0	0.0%	0	0.0%	0	0.0%
Caucasian, 45-64	0	0.0%	1	16.7%	0	0.0%
Hawaiian/Other Pacific Islander, 45-64	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 45-64	0	0.0%	0	0.0%	0	0.0%
Two or More Races, 45-64	0	0.0%	0	0.0%	0	0.0%
Unknown, 45-64	0	0.0%	0	0.0%	0	0.0%
45-64 Total	0	0.0%	1	16.7%	0	0.0%
African American, 65+	0	0.0%	0	0.0%	0	0.0%
American Indian/Alaskan Native, 65+	0	0.0%	0	0.0%	0	0.0%
Asian, 65+	0	0.0%	0	0.0%	0	0.0%
Caucasian, 65+	0	0.0%	0	0.0%	0	0.0%
Hawaiian/Other Pacific Islander, 65+	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 65+	0	0.0%	0	0.0%	0	0.0%
Two or More Races, 65+	0	0.0%	0	0.0%	0	0.0%
Unknown, 65+	0	0.0%	0	0.0%	0	0.0%
65+ Total	0	0.0%	0	0.0%	0	0.0%
Total	3	100.0%	6	100.0%	7	100.0%

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

Students have been lost from the program for a variety of reasons. Academic difficulty or personal reasons being the most common. Faculty are available for one-on-one meetings with students who are academically unsuccessful. Faculty members routinely meet with students, documenting meetings on the Counseling Form, and making necessary referrals. The department utilizes guided tutoring by faculty to increase retention.

2025-2026 Action Items:

Item	Action Items <i>(What actions can be taken to increase program retention?)</i>	Assessment of Action Items <i>(How will you assess the results of action items?)</i>
1	With the addition of a full-time faculty member, we believe this will help retain students	This will be assessed in May 2026 to see how many students graduated and then we will compare graduation numbers to previous years.

Outcome #3: Completers (*unduplicated*) (*Degree level, highest level of attainment*)

Baseline: 6# (*Average of total completers for the last three years – 2022-23; 2023-24; 2024-25*)

Standard: 7#

Target: 8#

Number of Completers (<i>unduplicated</i>) – <i>Graduation Year – Summer, Fall, Spring</i>	
Graduation Year	Total Completers
2022-2023	6
2023-2024	7
2024-2025	5

Completers by Ethnicity, Gender, and Age

Ethnicity & Gender Table

Ethnicity & Gender	2022-2023		2023-2024		2024-2025	
	N	%	N	%	N	%
African American, Female	3	50.0%	1	14.3%	1	20.0%
American Indian/Alaskan Native, Female	0	0.0%	0	0.0%	0	0.0%
Asian, Female	0	0.0%	1	14.3%	0	0.0%
Caucasian, Female	2	33.3%	2	28.6%	4	80.0%
Hawaiian/Other Pacific Islander, Female	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Female	0	0.0%	1	14.3%	0	0.0%
Two or More Races, Female	0	0.0%	0	0.0%	0	0.0%
Unknown, Female	0	0.0%	0	0.0%	0	0.0%
Female Total	5	83.3%	5	71.4%	5	100.0%
African American, Male	0	0.0%	0	0.0%	0	0.0%
American Indian/Alaskan Native, Male	0	0.0%	0	0.0%	0	0.0%
Asian, Male	0	0.0%	0	0.0%	0	0.0%
Caucasian, Male	0	0.0%	2	28.6%	0	0.0%
Hawaiian/Other Pacific Islander, Male	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Male	0	0.0%	0	0.0%	0	0.0%
Two or More Races, Male	1	16.7%	0	0.0%	0	0.0%
Unknown, Male	0	0.0%	0	0.0%	0	0.0%
Male Total	1	16.7%	2	28.6%	0	0.0%
Total	6	100.0%	7	100.0%	5	100.0%

Ethnicity & Age Range Table

Ethnicity & Age Range Table	2022-2023		2023-2024		2024-2025	
	N	%	N	%	N	%
African American, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
American Indian/Alaskan Native, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Asian, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Caucasian, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Hawaiian/Other Pacific Islander, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Two or More Races, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Unknown, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Under the age of 18 Total	0	0.0%	0	0.0%	0	0.0%
African American, 18-24	0	0.0%	0	0.0%	0	0.0%
American Indian/Alaskan Native, 18-24	0	0.0%	0	0.0%	0	0.0%
Asian, 18-24	0	0.0%	0	0.0%	0	0.0%
Caucasian, 18-24	0	0.0%	2	28.6%	2	40.0%
Hawaiian/Other Pacific Islander, 18-24	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 18-24	0	0.0%	0	0.0%	0	0.0%
Two or More Races, 18-24	0	0.0%	0	0.0%	0	0.0%
Unknown, 18-24	0	0.0%	0	0.0%	0	0.0%
18-24 Total	0	0.0%	2	28.6%	2	40.0%
African American, 25-44	1	16.7%	1	14.3%	1	20.0%
American Indian/Alaskan Native, 25-44	0	0.0%	0	0.0%	0	0.0%
Asian, 25-44	0	0.0%	1	14.3%	0	0.0%
Caucasian, 25-44	0	0.0%	2	28.6%	2	40.0%
Hawaiian/Other Pacific Islander, 25-44	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 25-44	0	0.0%	1	14.3%	0	0.0%
Two or More Races, 25-44	0	0.0%	0	0.0%	0	0.0%
Unknown, 25-44	0	0.0%	0	0.0%	0	0.0%
25-44 Total	1	16.7%	5	71.4%	3	60.0%
African American, 45-64	2	33.3%	0	0.0%	0	0.0%
American Indian/Alaskan Native, 45-64	0	0.0%	0	0.0%	0	0.0%
Asian, 45-64	0	0.0%	0	0.0%	0	0.0%
Caucasian, 45-64	1	16.7%	0	0.0%	0	0.0%
Hawaiian/Other Pacific Islander, 45-64	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 45-64	0	0.0%	0	0.0%	0	0.0%
Two or More Races, 45-64	1	16.7%	0	0.0%	0	0.0%
Unknown, 45-64	0	0.0%	0	0.0%	0	0.0%
45-64 Total	4	66.7%	0	0.0%	0	0.0%
African American, 65+	0	0.0%	0	0.0%	0	0.0%
American Indian/Alaskan Native, 65+	0	0.0%	0	0.0%	0	0.0%
Asian, 65+	0	0.0%	0	0.0%	0	0.0%
Caucasian, 65+	1	16.7%	0	0.0%	0	0.0%
Hawaiian/Other Pacific Islander, 65+	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 65+	0	0.0%	0	0.0%	0	0.0%
Two or More Races, 65+	0	0.0%	0	0.0%	0	0.0%
Unknown, 65+	0	0.0%	0	0.0%	0	0.0%
65+ Total	1	16.7%	0	0.0%	0	0.0%
Total	6	100.0%	7	100.0%	5	100.0%

Provide narrative for analysis of completers. *(Based on the data, provide a narrative of your analysis of completions. Indicate factors that may have affected your completions. How might you increase the number of completers in your program?)*

To increase numbers of completers, the program will continue to provide academic advising and proactive communication to make sure students are aware of the program requirements. Faculty will continue to collaborate with Achievement Coaches to help ensure students are successful. Referrals are made to financial aid for those that may be struggling to focus on their studies while having to work.

2025-2026 Action Items:

Item	Action Items <i>(What actions can be taken to increase student completion in your program?)</i>	Assessment of Action Items <i>(How will you assess the results of action items?)</i>
1	Offer open lab availability for students	Re-evaluate program completers and see if numbers improve

Outcome #4: Budget FTE (Official Budget FTE by Academic Program – Across Budget FTE Semesters Dashboard; all levels)

Baseline: 24.854 # (Average of program budget FTE for the last three years – 2022-23; 2023-24; 2024-25)
Standard: 26#
Target: 27#

Budget FTE Year	Budget FTE
2022-2023	24.500
2023-2024	26.594
2024-2025	23.469

All Levels

Provide narrative for analysis of program budget full-time equivalent (BFTF) *(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.) (Based on the data, provide a narrative of your analysis of program budget FTE. Indicate factors that may have affected your budget FTE. How might you increase FTE in your program?)*

The FTE for Medical Laboratory Technology has shown a slight decrease in numbers over the past year. The slight decrease seen last year was due to students completing all required general education courses prior to admission into the program. However, students enrolled in their fourth and fifth semester are full-time in Medical Laboratory Technology courses as part of their cohort progression on the program.

Because Medical Laboratory Technology is a limited admission program, growth of FTE would be proportional to the enrollment capacity. While we are actively trying to acquire more clinical sites to increase our enrollment capacity, this could take time. Continued efforts to promote the program to prospective students and bring awareness to this field will help maintain the current FTE and potentially expand FTE with the continued workforce and community demand.

2025-2026 Action Items:

Item	Action Items (What actions can be taken to increase budget FTE in your program?)	Assessment of Action Items (How will you assess the results of action items?)
1	Continue to perform recruitment and seek additional clinical sites	Analyze application numbers in the summer of 2026

Outcome #5: Career Development (COOP-Final WBL-110 Grade Rosters and WCC's Final Headcount Datasets)

According to the Office of Institutional Effectiveness, the program did not offer WBL-110 for academic years 2021-2024.

Academic Year	Enrolled	Completed
2021-2022	0	0
2022-2023	0	0
2023-2024	0	0

All Levels

WCC's Quality Enhancement Plan, addresses career development in Goal 3: "The college will implement integrated career development within their academic programs."; Action Item #3: "All CTE programs will implement a career development related Program Outcome."

Provide narrative for analysis of WBL-110 completers and report on how your program can increase or expand the focus on career development. (Based on the data, provide a narrative of your analysis of WBL completions. Indicate factors that may have affected your completions. **If your program does not offer WBL-110, explain why not and how you can increase or expand the focus on career development.**)

The MLT program includes the required courses titled Practicum I and Practicum II, which serve as a work-based learning experience for MLT students. The students are in community hospitals for two semesters in the second half of the program. Over the two semesters, students gain a total of 720 total hours of clinical experience. This allows students to gain real world experience and study under a licensed MLT. It also allows employers to observe students in a clinical setting over two semesters to evaluate if they would be a good employee.

During the second half of the program, MLT students are also required to take MLT 215 Professional Issues. This class not only helps them prepare for their national board exam, but it also goes over writing resumes, setting up interviews, and how to conduct a good interview.

Because the MLT program has implemented these courses that integrate work-based learning aspects within the program, there is currently no need to include the college's general Work-Based Learning (WBL-110) course. The MLT Practicum courses as well as the MLT-215 Professional Issues course fulfills the requirement by providing MLT students with real-world experience in a laboratory setting as well as other aspects related to their current field of study.

2025-2026 Action Items:

Item	Action Items (What actions can be taken to increase or expand the focus on career development. i.e. presentations in classes; development of professional development modules; or other ways the program can implement the focus in their programs.)	Assessment of Action Items (How will you assess the results of action items?)
1	MLT-257 Practicum I & MLT-267 Practicum II	Both courses currently provide career development to MLT students
2	MLT 215 Professional Issues	This class helps students prepare to enter the workforce by working on interview skills and writing a resume.

Section 3: Other Assessments

Do you use other methods of assessment to evaluate the effectiveness of your program, to include self-assessments or student licensure/certification? If so, please explain how information collected from the(se) assessments can be used to improve the program.)

The MLT program uses a variety of methods to assess and evaluate the effectiveness of the program. The accrediting body, NAACLS requires each program to complete an annual survey that assesses the program's effectiveness by including program enrollment, retention and the certification pass rates. Additionally, the program can assess effectiveness by conducting post-graduate surveys which are valuable information from the recent graduates. We also send out SRAS (Student Resource Assessment Survey) surveys to our students to gauge their satisfaction with the resources and equipment that is available in our laboratory.

Planning Objectives (2022-23; 2024-25 – Fiscal Year, July 1-June 30)

Provide a summary of planning objectives submitted for the last two planning cycles, 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
2022-23	1. Fisherbrand accuSpin 8C Small Benchtop Centrifuge x 3 2. Fisherbrand Tube Agglutination Viewer	1. The addition of the new centrifuges have been extremely beneficial for the MLT program. The addition has cut back on student wait time during laboratory procedures in MLT 110, 120, 125, 111, 130, 240, 220. The new centrifuges have been in use for approximately 1 year and have been used in every MLT program by the 1st and 2nd year MLT students during scheduled laboratory procedures. The addition was much needed and very beneficial to the program and assisting the students as they progress throughout the program. 2. Students were able to utilize the new agglutination viewers during the Spring 2024 semester. The addition of this item allowed each student to have their own viewer for use during their MLT 125 assigned labs, which ultimately cut back time needed to complete assigned labs. The agglutination viewers are an excellent addition to the MLT program. All student feedback was positive and allowed for the entire laboratory procedure process to flow easier.
2024-25	Beckman Coulter DXH520 Hematology Analyzer System	Received CBC analyzer in January 2025. Analyzer was not installed until mid-March 2025. The students will evaluate the analyzer at the end of Spring 2025 semester using SRAS. Carry forward to report assessment in the 2025-26 Plan.

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What planning objectives (equipment, supplies, software, etc.) do you anticipate needing over the next three years? Justify the need.

In order for the MLT program to continuously meet the needs of current trends and advancement in laboratory technology, the program will have a continued need for additional equipment, supplies, and software. The addition of a semi-automated coagulation analyzer for use in MLT 120 and MLT 220 courses will be included in the next planning objective. The addition of this item will help meet the needs of laboratory automation and technology. Our pipettes are also old and are starting to break. These will need to be replaced as they are used in MLT 110, MLT 125 and MLT 130 courses. The addition of cell washers will also benefit our students in the MLT 125 course. This would allow our students to have hands-on experience with equipment that is currently used in hospital laboratories.

What positions (faculty and/or staff) do you anticipate needing over the next three years? Justify the need.

The MLT program intends to continuously improve by ensuring students are provided with the best learning experience possible to ensure student access. With the newest addition of a full-time faculty, we have been able to have an extra set of eyes and hands during the laboratory procedures which has allowed us to ensure a safe learning environment for all but also provides students with opportunity for more one on one laboratory instruction to assist with students' retention and ensure program excellence. I am also currently seeking an opportunity to create a volunteer position in our MLT labs.

Provide narrative for your program facility needs over the next three years. If the facilities are adequate, please confirm.

With the addition of the newly dedicated laboratory space, our students can perform their laboratory tests in a safe and contained environment. Although space is limited with numerous pieces of equipment taking up counter space in the laboratory, we are planning to increase the program to a cap of 15. However, that would be the maximum number that could fit in the laboratory space. Students would be crowded, and it would limit any new equipment being acquired.

Provide narrative for academic / student support services needs over the next three years. (Are services adequate for your program/service?)

The MLT program application process needs to be available online versus the current paper application and process. Students are often lost during the application process due to frustration or misleading information. The students often miss the last step of meeting with a career specialist and are not aware that their application is not finalized because of this missing step. I think the career specialist needs to reach out to any allied health students whose applications are not finalized and set up a meeting with them. This would help with some of the students' confusion.

The Allied Health Department would greatly benefit from a full-time allied health advisor to help our potential students navigate our application and admission process.

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

The MLT program offers the opportunity for students to be taught the skills and knowledge for a highly sought and hidden medical profession. The success of our students helps to provide our community with qualified laboratory professionals to meet the demands in the laboratory field and the needs of low staffing. We currently have 100% job placement over the past 3 years. The program has a great partnership with local hospitals that are actively involved in the program through clinicals and advisory committee meetings.

One weakness is that our program lacks the ability to provide students with a learning environment that is comparable to other MLT programs in regard to clinical affiliates. We are currently working on acquiring more clinical sites so that we can offer our students more options for clinical practicums.

With the addition of an Allied Health Advising Specialist to help promote our programs, we could increase awareness and enrollment in our program, thus leading to greater class size. This would allow us the opportunity to graduate more highly skilled medical laboratory technicians.

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

Cole Eslyn, M.Ed, CLS
MLT Program Director

Approvals

- 1. The program/service faculty/staff conducting the Review must notify their appropriate Division Dean, Director, or AVP to let them know their Review is ready for review and feedback.
- 2. The appropriate Division Dean, Director, or AVP is asked to read the Review from the IE SharePoint directory and provide feedback and/or suggested improvements to the faculty/staff conducting the Review.
- 3. Once the Review has been reviewed by the Division Dean, Director, or AVP, it is their responsibility to contact IE to inform them that the Review is ready for IE’s review.
- 4. Using DocuSign (electronic signature), the Office of Institutional Effectiveness (IE) will review and approve the Program/Service Review when completed by the responsible program/service personnel. IE will upload the Review and will send it to the appropriate Division Dean, Director, or AVP, and Vice President/Associate Vice President for their signatures.

IE Acceptance / Date:	<u>Dorothy Moore</u>	11/18/2025
Dean, Director, or AVP / Date:	<u>Janeil Marak</u>	11/18/2025
Administrator Approval / Date:	<u>Dr. Ernie White</u>	11/18/2025