Wayne Community College
Program Review – 2021-2022

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.

Goal 1: Increase Student Access
Goal 2: Ensure Program Excellence
Goal 3: Improve Student Success
Goal 4: Ensure Institutional Quality

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
Associates in Applied Science	Medical Laboratory Technology (A45420)

Activities to ensure program is current (2019-20; 2020-21; 2021-22 – Academic Year, Fall, Spring, Summer)
List program curriculum changes, revisions, and/or deletions.

Curriculum Changes	Date – Updated / Revised / Deleted
MLT 255 Practicum I – Changed from 16 weeks to 8 weeks	Program Starting Semester Changed to Fall (Effective Fall 2020)
MLT 265 Practicum II – Changed from 16 weeks to 8 weeks	New 8-week Practicum vs 16 weeks (Effective Fall 2020)
MLT 275 Practicum III – Changed from 16 weeks to 8 weeks	New 8-week Practicum vs 16 weeks (Effective Fall 2020)
MLT 288 Practicum IV – Changed from 16 weeks to 8 weeks	Addition of 4th - 8-week Practicum (Effective Fall 2020)
Medical Terminology – MED 121	Effective Fall 2020 - Deleted
Delete MLT 265 & Changed to MLT 264Practicum II	Revised – FALL 2021; Effective Fall 2022
Delete MLT 275 & Changed to MLT 274 Practicum III	Revised – FALL 2021; Effective Fall 2022
MLT 120 Hematology/Hemostasis I changed from Fall to Spring	Revised – FALL 2021; Effective Fall 2022
MLT 130 Clinical Chemistry changed from Spring to Summer	Revised – FALL 2021; Effective Fall 2022

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?)*

The Medical Laboratory Curriculum changes submitted Fall 2019 and placed into effect Fall 2020 increased student practicum hours and eliminated a one general education course that was not needed. After evaluating these changes over the course of two years it was noted that students were having difficulty obtaining the increased number of clinical hours and therefore led to another curriculum change.

The recent curriculum changes decreased students' course load during the first semester of the program. This change was made to help increase student retention during the first semester. One 1 MLT course was moved to the next semester which decreased students course load from 19 to 16 SCH during their first semester. These changes required the addition of a second MLT course to be added to the summer semester which increased the summer hours from 9 to 13 SCH. MLT students tend to have a better grasp of the content and MLT related materials by the third semester of the program and therefore are expected to handle the additional summer course with little to no struggle.

Additionally, a change was made to the curriculum to decrease clinical practicum courses by 2 SCH total. This change was primarily made to accommodate the insufficient clinical availability for our students due to ongoing clinical laboratory staffing concerns. As there continues to be an extreme shortage of laboratory professionals in the medical field, this ultimately limits availability for students to complete all the required clinical hours at their assigned location. These changes decreased the total Fall and Spring clinical hours from 480hrs to 360 hrs.

These changes were made to provide continuous improvement for the MLT program by helping increased student retention and to accommodate the clinical practicum affiliates student space availability.

Advisory Committee: dates, summary of minutes, activities (2019-20; 2020-21; 2021-22 – Academic Year – Fall, Spring, Summer)

Summary of Advisory Committee Activities

Year	Meeting Dates	Recommendations / Activities
2019-2020	11/20/19 & 6/23/20	Dedicated space for MLT program
2020-2021	11/18/20 & 3/17/21	Faculty Fact sheets to include preferred student schedules
2021-2022	10/27/21 & 3/22/22	Re-accreditation virtual site visit, 10-year re-accreditation awarded

(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?*

A primary concern and suggestion made for the program was the need for dedicated space for the MLT program. Our accrediting body NAACLS has not been happy with the idea of our program space sharing classroom and lab space with other programs and has safety concerns for the students as well as faculty. The addition of new space for the program has been granted and is currently scheduled to be in use in Spring 2023. This significant change for the program that will help improve the students' learning experience throughout the program and ultimately meet the needs to produce successful MLT students.

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 and strainers 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. Additionally, there is an increased need for more desktop analyzers which will help eliminate group work and allow for each student to have the same hands-on experiences during laboratory procedures. In Spring 2021 the MLT program was awarded a semi-automated chemistry analyzer which was a huge improvement for the MLT 130 Clinical Chemistry course learning experience. Additionally, the program was recently awarded 12 blood bank agglutination viewers allowing one device per student station ultimately improving their experience in MLT 125 Immunohematology.

Moving forward, the MLT program plans to continue adding equipment such as a semi-automated Hematology Analyzer, slide Stainer and cell washer to meet current trends when funding is available.

Section 2: Program Outcomes

Outcome #1: Enrollment *(unduplicated)*

Baseline: **16** # (*Average of total enrollment for the last three years – 2018-19; 2019-20; 2020-21*)
Standard: **17** #
Target: **18** #

Program Enrollment

Program Enrollment (unduplicated)	
Academic Year (Fall, Spring, Summer)	**Enrollment**
2018-2019	23
2019-2020	13
2020-2021	13

Enrollment by Ethnicity, Gender, and Age

	2018-2019		2019-2020		2020-2021	
Ethnicity & Gender	N	%	N	%	N	%
African American, Female	3	13.0%	2	15.4%	5	38.5%
American Indian/Alaskan Native, Female	0	0.0%	0	0.0%	0	0.0%
Asian, Female	1	4.3%	1	7.7%	0	0.0%
Caucasian, Female	14	60.9%	7	53.8%	5	38.5%
Hawaiian/Other Pacific Islander, Female	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Female	2	8.7%	1	7.7%	1	7.7%
Two or More Races, Female	2	8.7%	1	7.7%	1	7.7%
Unknown, Female	0	0.0%	0	0.0%	0	0.0%
Female Total	22	95.7%	12	92.3%	12	92.3%
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%	1	7.7%
Caucasian, Male	0	0.0%	0	0.0%	0	0.0%
Hawaiian/Other Pacific Islander, Male	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Male	1	4.3%	1	7.7%	0	0.0%
Two or More Races, Male	0	0.0%	0	0.0%	0	0.0%
Unknown, Male	0	0.0%	0	0.0%	0	0.0%
Male Total	1	4.3%	1	7.7%	1	7.7%
Total	23	100.0%	13	100.0%	13	100.0%

Ethnicity & Age Range	2018-2019		2019-2020		2020-2021	
	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%	4	30.8%
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	7	30.4%	4	30.8%	3	23.1%
Hawaiian/Other Pacific Islander, 18-24	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 18-24	1	4.3%	1	7.7%	1	7.7%
Two or More Races, 18-24	1	4.3%	0	0.0%	0	0.0%
Unknown, 18-24	0	0.0%	0	0.0%	0	0.0%
18-24 Total	9	39.1%	5	38.5%	8	61.5%
African American, 25-44	1	4.3%	0	0.0%	1	7.7%
American Indian/Alaskan Native, 25-44	0	0.0%	0	0.0%	0	0.0%
Asian, 25-44	1	4.3%	0	0.0%	1	7.7%
Caucasian, 25-44	7	30.4%	3	23.1%	2	15.4%
Hawaiian/Other Pacific Islander, 25-44	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 25-44	2	8.7%	1	7.7%	0	0.0%
Two or More Races, 25-44	1	4.3%	1	7.7%	1	7.7%
Unknown, 25-44	0	0.0%	0	0.0%	0	0.0%
25-44 Total	12	52.2%	5	38.5%	5	38.5%
African American, 45-64	2	8.7%	2	15.4%	0	0.0%
American Indian/Alaskan Native, 45-64	0	0.0%	0	0.0%	0	0.0%
Asian, 45-64	0	0.0%	1	7.7%	0	0.0%
Caucasian, 45-64	0	0.0%	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	0	0.0%	0	0.0%	0	0.0%
Unknown, 45-64	0	0.0%	0	0.0%	0	0.0%
45-64 Total	2	8.7%	3	23.1%	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	23	100.0%	13	100.0%	13	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 post-covid. As there continues to be an increased need for laboratory professionals to accommodate the existing shortage, there is an increased need for laboratory testing and advancements in technology. In an effort to increase program enrollment the MLT program has and will continue to recruit as much as possible. In addition, we will continue to work with our clinical affiliates and hospital recruiters by creating partnerships to assist with professional demand.

Identify Enrollment Action Items

Item	**Action Items** *(What actions can be taken to increase enrollment in your program?)*	**Assessment of Action Items** *(How will you assess the results of action items?)*
1	Recruitment, allied health information sessions	Assess program enrollment every Fall semester

Outcome #2: Retention

Baseline: **67.4** % (*Average of last three years – 2018-19; 2019-20; 2020-21; program retention*)
Standard: **70** %
Target: **72** %

Year	Program Retention Rate
2018-2019	86.7%
2019-2020	84.6%
2020-2021	30.8%

Retention by Ethnicity, Gender, and Age

Ethnicity & Gender	Spring 2018 to Spring 2019		Spring 2019 to Spring 2020		Fall 2020 to Fall 2021	
	N	%	N	%	N	%
African American, Female	3	23.1%	2	18.2%	0	0.0%
American Indian/Alaskan Native, Female	0	0.0%	0	0.0%	0	0.0%
Asian, Female	0	0.0%	1	9.1%	0	0.0%
Caucasian, Female	8	61.5%	7	63.6%	3	75.0%
Hawaiian/Other Pacific Islander, Female	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Female	1	7.7%	0	0.0%	0	0.0%
Two or More Races, Female	1	7.7%	1	9.1%	1	25.0%
Unknown, Female	0	0.0%	0	0.0%	0	0.0%
Female Total	13	100.0%	11	100.0%	4	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%	0	0.0%	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	0	0.0%	0	0.0%	0	0.0%
Unknown, Male	0	0.0%	0	0.0%	0	0.0%
Male Total	0	0.0%	0	0.0%	0	0.0%
Total	13	100.0%	11	100.0%	4	100.0%

Ethnicity & Age Range	Spring 2018 to Spring 2019		Spring 2019 to Spring 2020		Fall 2020 to Fall 2021	
	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	2	15.4%	4	36.4%	2	50.0%
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	1	7.7%	0	0.0%	0	0.0%
Unknown, 18-24	0	0.0%	0	0.0%	0	0.0%
18-24 Total	3	23.1%	4	36.4%	2	50.0%
African American, 25-44	1	7.7%	0	0.0%	0	0.0%
American Indian/Alaskan Native, 25-44	0	0.0%	0	0.0%	0	0.0%
Asian, 25-44	0	0.0%	0	0.0%	0	0.0%
Caucasian, 25-44	6	46.2%	3	27.3%	1	25.0%
Hawaiian/Other Pacific Islander, 25-44	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 25-44	1	7.7%	0	0.0%	0	0.0%
Two or More Races, 25-44	0	0.0%	1	9.1%	1	25.0%
Unknown, 25-44	0	0.0%	0	0.0%	0	0.0%
25-44 Total	8	61.5%	4	36.4%	2	50.0%
African American, 45-64	2	15.4%	2	18.2%	0	0.0%
American Indian/Alaskan Native, 45-64	0	0.0%	0	0.0%	0	0.0%
Asian, 45-64	0	0.0%	1	9.1%	0	0.0%
Caucasian, 45-64	0	0.0%	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	0	0.0%	0	0.0%	0	0.0%
Unknown, 45-64	0	0.0%	0	0.0%	0	0.0%
45-64 Total	2	15.4%	3	27.3%	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	13	100.0%	11	100.0%	4	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.)*

Program retention over the past three years has decreased significantly due to COVID-19. Additionally, retaining students in the program after their first semester presents additional challenges due to the increased course load. MLT students must pass both the course and lab portion of every MLT course in order to proceed in the program. Some students struggle more with the lab portion while others with the course content. The addition of a laboratory assistant has been added to MLT 140 – Introduction to Microbiology to increase instructor availability during hands on laboratory procedures. Currently our accrediting body NAACLS does not have a required instructor to student ratio, however this has been discussed during the recent North Carolina Society for Clinical Laboratory (NCSCLS) annual conference as it is a concern for many other MLT programs.

Based on the disaggregated data provided, the MLT program saw an increased enrollment in the 18-24 age group category which leads me to believe that an increased number of recent high school graduates are seeking an interest in the profession.

The MLT program feels that the addition of a laboratory assistant for some of the more difficult MLT courses will positively impact student retention in the program.

Identify Retention Action Items

Item	**Action Items** *(What actions can be taken to increase program retention?)*	**Assessment of Action Items** *(How will you assess the results of action items?)*
1	Addition of Lab assistant for more difficult MLT courses	Program Capstone and the feedback received from Clinical Affiliates will assist us in determining whether these changes positively affected the student's preparedness and ability to be successful in clinicals.

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

Baseline: **5** # (*Average of total completers for the last three years – 2019-20; 2020-21; 2021-22*)
Standard: **6** #
Target: **7** #

Number of Completers (*unduplicated*) – *Graduation Year – Summer, Fall, Spring*	
Graduation Year	**Total Completers**
2019-2020	7
2020-2021	3
2021-2022	3

Completers by Ethnicity, Gender, and Age

	2019-2020		2020-2021		2021-2022	
Ethnicity & Gender	N	%	N	%	N	%
African American, Female	2	28.6%	0	0.0%	0	0.0%
American Indian/Alaskan Native, Female	0	0.0%	0	0.0%	0	0.0%
Asian, Female	1	14.3%	0	0.0%	0	0.0%
Caucasian, Female	3	42.9%	3	100.0%	2	50.0%
Hawaiian/Other Pacific Islander, Female	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Female	1	14.3%	0	0.0%	0	0.0%
Two or More Races, Female	0	0.0%	0	0.0%	1	25.0%
Unknown, Female	0	0.0%	0	0.0%	0	0.0%
Female Total	7	100.0%	3	100.0%	3	75.0%
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%	1	25.0%
Caucasian, Male	0	0.0%	0	0.0%	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	0	0.0%	0	0.0%	0	0.0%
Unknown, Male	0	0.0%	0	0.0%	0	0.0%
Male Total	0	0.0%	0	0.0%	1	25.0%
Total	7	100.0%	3	100.0%	4	100.0%

Ethnicity & Age Range Table	2019-2020		2020-2021		2021-2022	
	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	1	14.3%	2	66.7%	1	25.0%
Hawaiian/Other Pacific Islander, 18-24	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 18-24	1	14.3%	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	2	28.6%	2	66.7%	1	25.0%
African American, 25-44	0	0.0%	0	0.0%	0	0.0%
American Indian/Alaskan Native, 25-44	0	0.0%	0	0.0%	0	0.0%
Asian, 25-44	0	0.0%	0	0.0%	1	25.0%
Caucasian, 25-44	2	28.6%	1	33.3%	1	25.0%
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%	0	0.0%
Two or More Races, 25-44	0	0.0%	0	0.0%	1	25.0%
Unknown, 25-44	0	0.0%	0	0.0%	0	0.0%
25-44 Total	2	28.6%	1	33.3%	3	75.0%
African American, 45-64	2	28.6%	0	0.0%	0	0.0%
American Indian/Alaskan Native, 45-64	0	0.0%	0	0.0%	0	0.0%
Asian, 45-64	1	14.3%	0	0.0%	0	0.0%
Caucasian, 45-64	0	0.0%	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	0	0.0%	0	0.0%	0	0.0%
Unknown, 45-64	0	0.0%	0	0.0%	0	0.0%
45-64 Total	3	42.9%	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+	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	7	100.0%	3	100.0%	4	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?)*

Based on the data provided my analysis concludes that the number of program completers was significantly impacted by COVID-19 over the last 3 years. Students were faced with a rapid change to online learning which has proven to not be a successful learning environment for medical laboratory students. Once students were able to return to campus for hybrid courses, they were still faced with learning very important fundamental course content online. Currently all MLT courses are back to 100% face to face course learning environments and that has already proven to have a positive impact on student learning by doubling the number of students in their second year of the program.

Additionally, MLT students are not offered tutoring services for MLT courses due to lack of tutors, faculty and space to accommodate those needs

Identify Completer Action Items

Item	**Action Items** *(What actions can be taken to increase student completion in your program?)*	**Assessment of Action Items** *(How will you assess the results of action items?)*
1	Offer open lab availability for students in need in new dedicated laboratory space	Re-evaluate program completers

Section 3: Other Assessments

Do you use other methods of assessment to evaluate the effectiveness of your program*, to include surveys, self-assessments, student licensure/certification, or third-party credentials?. 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 certification pass rates. Additionally, the program can assess the effectiveness by conducting post-graduate surveys which is valuable information from the recent graduates.

Planning Objectives (2019-20; 2020-21; 2021-22 – 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
2019-20	Medical Laboratory Technology - Microhematocrit Centrifuge and Reader	Awaiting receipt. Unable to assess objective due to COVID campus shut-down, stay-at-home orders. Carry forward to the 2020-21 Plan to report assessment. 2020-21 Status Report: The microhematocrit reader was purchased and received Spring 2020. This device replaces the old, non-functioning reader. 2020-21 Use of Results / Assessment: 100% of the MLT students and faculty used this device during the Fall 2020 semester.
2020-21	Medical Laboratory Technology - Synermed-IR500 - Clinical Chemistry Analyzer	Approved for funding. Order The IR-500 chemistry analyzer was received and set up on January 7, 2021. Students and faculty have been working with the new analyzer during scheduled lab class in Spring 2021.ed and coordinated by the Purchasing Director. 100% of the students and faculty will benefit from the addition of this analyzer during MLT 130 lab courses. This is the first automated chemistry analyzer for the MLT program and is expected to provide students with current trends in the laboratory science field.
2021-22	Medical Laboratory Technology - Fisherbrand SERO 12 Serology and Blood Banking Centrifuges x 2	Submitted for purchase by Purchasing Director. Objective was received in December 2021 and put into use January 2022 for use in MLT 125 Immunohematology. Approximately 12 MLT students and instructors have been utilizing the new centrifuges during every scheduled lab for MLT 125 Immunohematology course. The Fisherbrand SERO 12 Centrifuge additions allow for less students to share equipment and has provided them with the opportunity to complete

		the assigned tasks and laboratory procedures in the allotted time.

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 Hematology analyzer for use in MLT 120 & 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.

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 the best learning experience possible to ensure student success. The program has the need for a laboratory assistant. With the addition of an extra set of eyes, and hands during laboratory procedures will not only ensure a safer learning environment for all but will provide students the opportunity for more one of one laboratory instruction to assist with students' retention and ensure program excellence.

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

The MLT program has the need for dedicated laboratory and classroom space to ensure students are provided with both a clean and dirty learning environment to meet NAACLS standards. The new space has been granted and is expected to be available in Spring 2022. This addition will be adequate to increase the program enrollment cap to 15 with the potential of 18 total if more faculty members are added.

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

As a program director and primary instructor of the entire MLT program, it is difficult to find additional time and resources to recruit and assist interested students. The addition of a dedicated allied health career specialist be help elevate some of the extended time spent on recruiting so that I can put more focus on students already enrolled in the program. Additionally, I feel that the MLT program application and 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.

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 our 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.

One program weakness is that our program lacks in its ability to provide students with a learning environment that is comparable to other MLT programs and clinical affiliates. Fortunately, with the addition of newly dedicated MLT space our program will be able to provide added opportunities for current and future students.

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

Jolene M. Simmons, Medical Laboratory Technology Program Director

Approvals

1. 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.
2. Using DocuSign (electronic signature), appropriate Division Dean, Director, or AVP is asked to read and approve the Review.
3. Using DocuSign (electronic signature), appropriate Vice President/Associate Vice President is asked to read and approve the Review.

IE Acceptance / Date: Dorothy Moore 10/31/2022

Dean, Director, or AVP / Date: Janeil Marak 11/1/2022

Administrator Approval / Date: Dr. Brandon M. Jenkins 11/22/2022