

 Dept - (BHES) Medical Laboratory Technician > Department > Program Review



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▼  **Dept - (BHES) Medical Laboratory Technician** 



For 2017-18 Submitted by:: Patricia Buchner

APRU Complete for: 2017-18



Program Mission Statement: The mission of the De Anza College Medical Laboratory Technician Program is to provide students with the technical skills, knowledge, and critical thinking skills needed to perform routine clinical laboratory testing in all major areas of the laboratory. In addition, we hope to give students the desire for lifelong learning and to be a vital part of the community.



I.A.1 What is the Primary Focus of Your Program?: Career/Technical

I.A.2 Choose a Secondary Focus of Your Program?: Transfer

I.B.1 Number Certificates of Achievement Awarded: 3

I.B.2 Number Certif of Achievement-Advanced Awarded: 1

I.B.3 #ADTs (Associate Degrees for Transfer) Awarded:

I.B.4 # AA and/or AS Degrees Awarded: 2

I.C.1. CTE Programs: Impact of External Trends: According to the EDD website the growth for MLT in Santa Clara County and the Bay region continues to increase. For Santa Clara there is an expected 11% increase in demand for these jobs over the next 5 years. An estimated 54 openings per year. This is a 35% over last year. Overall in the state of California, the outlook for clinical laboratory jobs per year is over 1100 jobs. The program has received many calls and emails looking for our graduates to fulfill positions from local clinical sites. The average starting salary for this field in this area is about \$30/hours. Some of the highest job posting are with Stanford Health Care and Sutter Health followed by over 48 companies from clinical hospitals to diagnostic firms all looking for laboratory personnel.

1) Trends: The program was able to purchase a molecular instrument and it is currently being used in the clinical microbiology laboratory. So much of the testing in the clinical area is now based on molecular tests; this gives our students the advantages of hands-on experience and mastering the theory of this new technology.

The program will need funding to sustain the instrument with reagents for student practice. This is the case for all the instrumentation in the laboratory, a source of funding for the yearly purchase of reagents to run the machines for testing. A permanent position for a laboratory specialist instructor is required to help with all



laboratories and to incorporate pre analytical/ analytical/ and post analytical techniques in the laboratory experience. The pre analytic area is an increasingly needed and desirable skill for employers. The program has a few laboratory computer systems to aide with this learning. To incorporate this skill into each lab a knowledgeable assistant that can be the common thread to cross between all labs will help with consistency .

2017-18: The SWI money was put to good use with the purchase of much needed equipment upgrades for several classes. We were also able to offer a skills open laboratory last spring quarter with much interest. We have opened the skills lab with a more defined purpose this year and direction (Thanks to one of our great instructors, Margaret Yamada). She took the feedback from last year and is trying to focus on the skills most needed by students as defined by the students. This open concept allows the students to get needed extra help in non-intimating environment. The students will also be able to get some basic tutoring for the courses.

2) Future plans: The continued limitation to the growth of the program is the lack of clinical sites and the lack of current sites to commit to taking students on a regular bases. This past year 1 new clinical site was added to the program. One site increased their commitment to train the number of students from one to two students. It is still important for all sites to commit to train at least one MLT per year. Unfortunately, one clinical site has decided to stop taking trainees for the foreseeable future. It is a constant struggle to keep clinical sites, and sites to keep their commitment to train. A partnership with business and the school would be helpful to cement this relationship. If there is a grant fund writer that could help us secure money for the student training, I think this would be helpful. Many diagnostic companies in the area benefit from trained and licensed laboratory personnel and yet can not train because their scope of testing is limited. Perhaps it is time to inquire about financial support from these companies to off set the cost of training by the clinical sites. A dedicated person to promote the program and meet with both businesses and clinical sites is needed and an individual has been identified that would be a good representative. The more committed clinical training sites the more students we would be able to take per year.

I.C.2 CTE Programs: Advisory Board Input: De Anza College's MLT program relies on feedback from the Advisory Committee to ensure that our training program meets the needs of the community employers. The Advisory Committee recognized the severe shortage of clinical laboratory professionals in the Bay Area and throughout the state. They praised De Anza College's MLT program for its innovation, and curriculum which is adequately preparing students to pass the national certification examination for entry level positions in the clinical laboratory. San Jose State and San Francisco state CLS programs continue to recommend the DeAnza program to students that are needing prerequisites for their courses.

The advisory meeting is coming up for spring quarter, the goal is to try and reach the maximum number of committee members. It was suggested to try a conference call as



our member have to travel from as far south as monterey county and as far north as sonoma country. With the hopeful increase, will also come commitment and some fresh and new approaches for age old problems; clinical training.

There is already legislation around the report from last year MLT limited licensing compared to other states. The report identified three areas of priority; ABO-RH typing with moderately complex instrumentation, Urine microscopy and hematological smears which is being worked on to incorporate a bill to increase the scope of practice for MLT.

These changes in the state regulations to allow MLT's to increase their scope of practice and thus increase their value to the clinical workforce and increase presence in the clinical laboratory.

Great News! TOSOH a chemistry analyzer company donated a piece of equipment to our program. They also flew a technical representative up from LA to bring the instrument up and make sure it was running appropriately for spring students. Did I already say DONATED because they believe in the good work of the program. With an increase in funding for instrumentation replacement, we are able to provide students with the skills they need for entry level jobs. This includes specimen entry with use of the LabDaq system purchased by Measure C money is now a staple of the chem lab. With SWI funds we will be able to purchase several pieces of equipment that needed replacement for the UA, Coagulation and Chemistry laboratories. This is very helpful but only replaces dead or unsupported, outdated equipment. A budget that incorporates a continuous replacement plan for equipment is needed. Funding for new technological equipment must also be a consideration. We are hopeful that funding will continue at this pace so we will be able to evaluate the equipment needs on a yearly bases knowing that the need to replace dead, unsupported or new technologies has a permanent solution.

A continual issue is; obtaining a certificate and/or degrees from the college. Most students come into the program with a degree and therefore only are qualified for a certificate. The state license is the needed certification for employment. There currently are too many barriers to obtain a certificate at the college. One specific barrier is the English language requirement; it is unclear what specifically is needed. This is very important to our program because many of our students have English as a second language. Many students are unaware or not able to negotiate the degreeworks website, many have completed requirements, but lack of good communication between the department, student and records there are misunderstandings as to what is needed to fulfill or complete the certification. The biology counselor, CTE dedicated person and the counselors are in place and a viable way to maximize use of all these tools is a goal. Finding the optimum time has been an issue because the MLT students do not qualify until their externship is completed (6 months later away from campus). I am planning to implement a process where they can fill out the paperwork as part of their completion of externship package. Perhaps this will catch more students.



Lack of clinical sites for externship is an issue and efforts are in progress to increase the number of sites. This is an ongoing problem (across the country), however, a good partnership with business would go a long way to help provide funding to the clinical sites to help cover their costs to train personnel. Grant writers welcome. County hospitals, in general, are willing to train but lack funding to train personnel. A dedicated person to interact with both business and clinical sites is needed.

I.D.1 Academic Services & Learning Resources: #Faculty served:

I.D.2 Academic Services & Learning Resources: #Students served:

I.D.3 Academic Services & Learning Resources: #Staff Served:

I.E.1 Full time faculty (FTEF): 2.5

I.E.2 #Student Employees:

I.E.3 % Full-time : -1.2% because a section was added and still only one full time person. One full time faculty and 10 part time faculty teach all courses. The overload percent increased due to an added section taught by the one full time person.

I.E.4 #Staff Employees:

I.E.5 Changes in Employees/Resources: The program is in need of a permanent part time staff position for aid in the class room laboratory for the safety of the student.

This person needs to have the background and skills to aid the students in performing skills for the safety of all in the laboratory. This individual can also support students as a tutor for concepts and skills. The lack of a position was significantly noted by the students. In order for the program to grow and maintain a good reputation the safety and quality in the lab is a must.

2017-18: With SWI funds the program has hired a person to help pilot the skills laboratory and would like to use this funding in the future to hire a permanent lab aide.

Currently, Perkins funds are used to hire a temporary person for this position. Perkins funds for this position will be ending as this was a temporary measure. As noted above, the students notice a significance difference in the courses without the laboratory Allied Health Specialist.

SWI funding allowed us to hire a PT instructor for the skills lab and teaching the additional Immunohematology skills. Continued financial support is needed to be able to offer these skills to our students and meet our NAACLS accreditation.

II.A Enrollment Trends: The MLT program is operating beyond maximum capacity in relationship to its funding, space and especially staffing. The programs enrollment increased 26% over the last three years for the targeted groups. The total enrollment for the program over the last three years is up 28%. The enrollment has seen a steady increase over the last 3 years. We are still an impacted program and students are waiting a year or more to enter the program. A unprecedented third section of hematology lab was offered this Fall and was easily filled. We are able to fill other seats with students that only need these courses as prerequisites for other programs which can help off set the low productivity seen in externship courses.

The college has shown an increased commitment to support this program in terms of faculty and funding.



II.B.1 Overall Success Rate: The overall success rate for all students (83%) has not seen a significant change in the last three years. The students that are able to complete the course are successful. The withdraw rate over the last year for the targeted group has increased, however the percent of students in the non success category has fallen. One reason for the increase in the withdrawal rate may be due to a better understanding of the system and what the "W" means for the student.

Intervention early with the skills lab and peer tutoring can identify areas of struggles for these students and aid in their success so there would be less need to withdraw from the course. Also noted, the students that completed the course are as successful as seen in the past three years.

II.B.2 Plan if Success Rate of Program is Below 60%:

II.C Changes Imposed by Internal/External Regulations: De Anza's MLT program is nationally accredited by the National Accreditation Agency for Clinical Laboratory Science (NAACLS) and the State of California. Therefore, our curriculum teaches to the national standards, which are more comprehensive than the state regulations. Our governing state agency, Laboratory Field Services is in the process of revising the CA state MLT regulations, expanding the scope of practice of MLT's. A task force is in the process of formulating an assembly bill (AB2281) that would expand the practice of licensed MLT's in CA. Because De Anza's MLT program is already teaching an expanded curriculum, our graduates will be equipped for this change and not be required to return for further education.

The need is high for these well trained licensed professional and the DeAnza program is well set to teach to the standards of NAACLS and to the needs of local employers.

III.A Growth and Decline of Targeted Student Populations: De Anza's MLT Program has provided career opportunities to a diverse group of students since its inception in 2004. The class makeup has shifted over the past several years to include many of the targeted groups. Outreach to specified target populations has been accomplished through aggressive marketing and student recruitment of our MLT program throughout the community and clinical laboratories. The program is present for the DeAnza Opening Days and we had a representative on the STEM board last year.

Many of our students hear about the program through word-of-mouth and our program is recommended by both two of the state universities in the area. The reputation of the program reaches far beyond Santa Clara County. We have students that travel from the central valley and have moved from southern CA to attend the program at DeAnza.

The Latino group has grown from 10 to 13% of students over the last year. There has been a steady increase in the number of Latino students and this increase is over 146% for the last three years. The Filipino group has had a slight drop from last year and the African American group has had no significant changes. The program will continue to reach out to the community to capture these groups.

III.B Closing the Student Equity Gap: The MLT program faculty is committed to student success of all enrolled students. The success of both groups is the same this



year. The withdraw rate is slightly higher for the targeted group, but of those that persist are successful. The focus and goal will be to decrease the withdrawal rate. A skills laboratory will intervene early in the schooling so that all students will have the needed technical skills to move forward and be successful in the program.

2017-18: The current equity gap is zero. The equity gap in 2014 was 10%. To sustain this balance the program must keep the faculty support, counseling help and lab skills at the level that is required by the accreditation and the expectations of the community employers.

1) There is a need to aid students in navigating the academic system to obtain degrees, certificates and evaluation of transcripts for meeting prerequisites. Now with a dedicated counselor for the science division this should help increase the certificates the program awards and make it easier for the students to know if and when they have met prerequisites. More communication and coordination of services is needed to increase the number of students obtaining certificates. A strategy to reduce roadblocks will be to make filling out the certification form part of the completion of the externship process. The other strategies are to help capture those students that take many of courses but may not complete the externship. Actively engaging all the instructors to reach out to the students to make them aware of the available certificates is a goal.

2) Perkin Funding was restored, temporarily, for an Allied Health specialist to aide in the classroom. Not only were these individuals able to help the instructors with set up of the laboratory but also were tutors for the students during class reducing the student/instructor ratio from 1/20 to 1/10. An important difference was noticed by the students in student evaluations. The student/instructor ratio is very much a safety concern for the instructors. The instructional help from the health specialist for the students aid in their success during classes as well as mentoring them for success in their externships. With the increase funding from the Strong Workforce Initiative, this position will, hopefully, be filled on a permanent basis.

3) SWI and other equipment/supply support allows us to purchase enough materials for each to perform testing which is extremely valuable hands on experience. "Seeing and doing" are two very important components of learning and having functioning equipment and material for testing are required. With continued funding, the program, will be able to advance the technology. This adds to the skills lists for students and makes them successful candidates for employment.

III.C Plan if Success Rate of Targeted Group(s) is Below 60%:

III.D Departmental Equity Planning and Progress: In 14-15 many of the suggestions



revolved around tutoring in some form or fashion. The skills lab has given us a chance to reach out to many students in a convenient and non intimidating way to help these students. Discussion about withdraws and what this means to an individual student has increased. The impact of this is evident in the increase in the withdraw rate in the targeted group. This had a direct impact on the success rate for this group. As the number of non-success students had a slight decrease this leaves only the increased withdraws to impact the success rate for students. The challenge will be to intervene early with tutoring and skills so these students do not fall behind. The skills lab offers this help. With funding the program can continue and expand this opportunity.

Funding for peer on line tutoring is needed. Our students travel great distances to attend classes and many have family and jobs as well so on site tutoring is not an option. Our course work is specific and complex so former students would make the best tutors for our students.

The MLT program has used some of its vocational program funding to hire professional experts to assist students in the classroom. Tightness of the funding rules for this source can no longer sustain the professional health experts so another source of funding must be identified to create a permanent position. The SWI funding will partly be used to fund this position. This position will help to continue to close the equity gap and increase the success of all students and especially the targeted group of students. These health professionals have the knowledge and technology skills to aid the students in the laboratory for additional tutoring, lessen the instructor to student ratio for safety, and mentor students for clinical training success.

CLEC conference has been invaluable for our instructors has they have learn new ways teach, new apps and other techniques to use in the classroom and behaviors of the millenniums and how to reach them. So many of these have been implemented by our instructors.

Thanks to the support of the college much of the old and non functioning equipment has been replaced. This helps the students stay current and learn skills and theory that are valued by the employers.

One of the main struggles for the De Anza College's MLT program is growth. The number of MLT students is balanced by the number of clinical sites. We are able to off set some of this with students that take these courses as prerequisites.

Through recruitment, marketing and program reputation (which is credited to the relentless efforts of the previous MLT program director) throughout the Bay Area, there are more students interested in the program than we can accommodate, leading to impacted enrollment. In order for the program enrollment to increase, additional clinical training sites are needed to accommodate this additional growth. One goal is to reach out to more clinical sites on the East side of the Bay area.

The common problem of recruiting and maintaining clinical sites is still an issue. We were able to increase our affiliates with 1 additional clinical training site. One site has increased the number of trainees from 1 to 2 per year. Another site is considering the possibility of training. Unfortunately one site has decided not to continue training for

the near future. The program lacks sufficient personnel support to accomplish these goals of maintaining and increasing sites. The program operates with 1 full-time faculty member and no administration support. To increase clinical sites requires time in recruitment which is difficult for a single person. The program coordinator is responsible for maintaining the program's national accreditation and state approval, all administrative duties, marketing and student recruitment, maintaining laboratory instrumentation, laboratory preparations, and instruction. The demands on the MLT Program Coordinator and the lack of adequate staffing limit the growth of the program.

IV.A Cycle 2 PLOAC Summary (since June 30, 2014): 100%

IV.B Cycle 2 SLOAC Summary (since June 30, 2014): 100%

V.A Budget Trends: De Anza College's MLT program receives funding from several sources. The MLT Program Coordinator and part-time faculty are paid for by De Anza College. Our program received a generous increase in the B budget to \$2000 in 16-17 and some lottery money. This helped with classroom supplies and resource materials for the students. The school this past year also increased the support for the program which allowed for purchase of equipment. SWI allowed for payment for personnel to help in skills lab, additional Immunohematology skills, and classroom specialist. As the regulations for Perkins funding tightens and the HLWI grant funding disappears; it is important to recognize and keep open these aforementioned funding sources to keep this high demand program sustainable.

A source of funding for reagents for testing that is accessible throughout the school is needed as many of these reagents are time sensitive. Currently, the purchases are only for the lab courses; with additional funding more kits or reagents could be purchased to fund the skills lab as well.

V.B Funding Impact on Enrollment Trends: The fill rates for our courses hovers around 100%. We are open to taking as many students as we can safely maneuver in the laboratory. There is a very high demand for these courses. Some courses (practicum course) require a small number of students at a clinical site). Because our classes require lab as a co requisite makes this highly desirable courses and thus a back log of students wanting to enroll. The funding helps keep our labs current and relevant in today's market.

The funding this past year has allowed for replacement of UA, Coagulation and chem analyzers as well as some of the disposals used in testing. We were able to introduce molecular techniques this year to keep current for the job market and to maintain the high standards of the program. The instruments are the component of the program that allows the students the "hands on" experience necessary to be successful in the work place. This "hands on" before the externship is one of the most valuable aspects of the program, according to student and clinical feedback.

Lack of clinical sites, continues to be the biggest factor in limiting enrollment. As the demand for the programs grows some changes may need to be made in the admissions process. A recency requirement has been discussed, this would allow students to "refresh" their knowledge and thus be able to keep up with the pace of the



class, cutting down on repeaters. This may also have the benefit of students taking additional courses at DeAnza.

V.C.1 Faculty Position(s) Needed: Growth

V.C.2 Justification for Faculty Position(s): Part-time faculty for skills lab and additional skills and training in other areas of the laboratory. Last Spring we were able to hire a person until the end of the year under a trial period that was successful and hope to have it become an important part of the program. Students need more time to practice lab skills and have expert help to tutor on techniques, math and understanding general concepts in the clinical field. This is an unique program that requires special knowledge to tutor these skills. These skills are ones that we are getting directly from the clinical sites as needed skills to be successful in employment. This additional training allows us to attract clinical sites and thus increase the number of students we can accept in the program.

V.D.1 Staff Position(s) Needed: Growth position

V.D.2 Justification for Staff Position(s):: Permanent: part time professional health expert to aid the instructor during the laboratory sessions by adding valuable instruction and demonstration of needed laboratory skills to increase the success of students in the classroom and prepare them for the workforce.

One of the NAACLS standards require that the school ensure the appropriate personal safety for students and faculty are safe guarded during educational activities. This is not possible with a 1/20 ratio in the laboratory. An additional person in the laboratory would reduce this 1/10 a more manageable number.

This position should be a professional expert that has the knowledge and skills of the clinical laboratory to aid the instructor in presentation of material, answering questions, giving additional tutoring and demonstration of skills for those that are in need.

The lack of this position and its direct effects on students was noted in the student evaluations and also noted on the tenure review.

2017-18: an administrative assistant is needed for the program to continue to growth.

Currently all administration of the program is done by one full time faculty. This includes, program review, ordering and budget, student tracking, preparation for exam, maintaining accreditation, recruiting, hiring, aid with SLO and curriculum. This is in addition to the responsibilities of a full time instructor. The program currently has 5 students in externships, 1 student that is still being tracked as they have not taken the exam and at least 9 students ready for externship now and at the end of spring quarter. There are additional (roughly) 20 students that are still working their way through the academic portion of the program. This does not include all the students that are taking courses as prerequisites for the other programs.

V.E.1 Equipment Requests: Over \$1,000

V.E.2 Equipment Title, Description, and Quantity: Please see attached Worksheet for equipment: AND the list below:





Microscopes- these should be on a 5 year recycle program

Ergonomically correct chairs for students doing microscopic work to decrease chances of injury (new)

New Chemistry Analysers -1 (2Tosoh 600II are no longer supported by the company) Will replace one this year

VeiwslQ:integrated computer/camera/software for real-time panoramic images and ability to create in-house library of slides and aide in creating on line classes. Five monitors or High definition projection screen or TV

Chemistry and immunoassay analyzer, refractometers, centrifuge, heat block, cell washers, spectrophotometers, serofuges, incubators

urine strip reader and other urine analysis and coagulation analyzers and glucometers electrophoresis equipment

Blood banking equipment and supplies

Microbiological test identification kits and media

All reagents and kits needed to run tests on the above instruments

Molecular equipment for processing Dna/rna extraction (for example) Ez1 the base model runs about 1-6 samples

PLO to provide needed training so students are prepared to enter the workforce with the needed skill level.

Ergonomically correct chairs for students doing microscopic work to decrease chances of injury (new)

Freezers and Refrigerators replacement (>10 year commercial refrigerator is starting to show slight increases in temp so will need to be replaced soon)

Hematology analyzer, replacement

New Coagulation and Urine Analyzers

Mass Spectrophotometer

New instrumentation for identification of clinical bacteria and kits including needed reagents and supplies

All new technology instruments to keep current in the field

Equipment for data entry and tracking of specimen data

New computers and other technology to keep the current "smart classroom" up to date

Under \$1000

Graph paper for Chemistry, small calculators for in class math skills, test tubes, plastic and glass, media for micro courses, pipette tips and pipettes, plastic loops, slides, biohazard and sharp containers, identification kits, gloves, paper gowns, slides, staining reagents replacements of pipettes, magnifying glasses for reading bacterial plates, plastic small rulers, batteries for calculators, pens for use of white boards, and lab supplies as needed

V.E.3 Equipment Justification: Technology is increasing in the laboratory and for the program to stay current and prepare students for clinical rotations and jobs it is crucial to keep up with the demands of the employers and the skills they expect the students



to have on graduation. Technology is constantly changing so specific equipment asked for one year may have a lower priced competitor the next or a company that is more willing to accommodate the schools needs and limitations. As it can be impossible to know each year what equipment may fail, it is important to be flexible if priorities must change to accommodate this change.

It is also very important to evaluate the status of equipment yearly with idea of a 5-7 year turn over for life span of a piece of equipment. Equally important is to keep open to new technologies on the market. All of these may require a shift in priorities from the previous stated requests.

See above.

Yes all equipment requests are from SLOAC and PLOAC process
Infrastructure as needed

Instructional equipment includes a camera and microscope that allows the program to build their own library of photographs for teaching and multiple disciplines.

Equipment is used by students to get the hands on experience needed to be successful in the work place. In order for the program to maintain its high standards and great reputation with the business community it is important to have equipment and technology that is representative of what is expected/demanded by employers. Most equipment has a planned five year obsolesce

The goals of the college are for CTE graduates to have the knowledge, skills and positive learning attitude that is valued by the employers. Keeping the technology and equipment current is an integral piece to each students education and the program. .

V.F.1 Facility Request: High definition projection screen/TV to view slides from the VeiwslQ system

New classroom space – a simulation lab is the direction that many programs of this kind are heading towards as this will give the students the "hands on" time that is required and may potentially lead to shorten rotations in the clinical setting. This could make training more attractive for clinical sites.

Ergonomic chairs for students

More outlets for equipment, especially in the side storage area S73c. Minimum needed is a dedicated line for refrigerator and freezer per maintenance personnel.

Also, ventilation is needed.

Updates to keep Smart classroom

Sink with foot pedals

Cabinets for storage, microscopes, etc.

White boards

Abundant outlets for lab equipment

Biological Safety Cabinets

Additional storage space

Shelfs

Cabinets

Freezers
Refrigerators

Cold Storage Room

V.F.2 Facility Justification: For much of the new technology outlets are needed and infrastructure needs to be put into place to accommodate the added load on the electrical system. At a minimum each of the refrigerator and freezer should have a dedicated line so the breakers are not tripped. Backup generators should be considered whenever power is down for more than 8 hours as supplies keep in these are very expensive. Open up more computer outlets in the class room so the Labdaq equipment can be used to its fullest and also moved to more convenient locations as needed. The class room infrastructure should change with the needs of new equipment and testing.

In order to utilize a camera integrated scope technology (Veivs IQ system) to its fullest 5 monitors for the students to use in groups is needed to have high quality viewing of the slides.

Much of the work in the laboratory requires microscope work and the desk and chairs are not adjustable. This may lead to back and other strain injuries.

V.G Equity Planning and Support: For the program to grow, more efficient use classroom space is needed and the infrastructure needs to keep up with change in technology. The more hands on experience and exposure to laboratory techniques during their student labs the more likely they are to be successful in their course work and jobs. A simulation laboratory setting is the ultimate goal.

V.H.1 Other Needed Resources: Assistant to help guide students to the resources already available to students, biology counselor, CTE job resume/interview skills. More communication and coordination is needed between these entities and the program. Hiring our MLT students or graduates as peer tutors for our program. The information and skills are very specific and is difficult to find a "general" tutor.

Partnership with the community to find funding to pay clinical sites to train students. These sites will be more likely to train if the financial burden is shared. Grant writers?

A donation fund for the program as been started. Graduating or former students that would like to give back to the program have donated and these have been used to off set the externships cost for students. The goal is to make this more widely known and encourage our former graduates to give back. They have made it very easy to donate to the program.

V.H.2 Other Needed Resources Justification: One area in particular is math skills for





the laboratory. Low scores on testing compare to the general knowledge questions of the exams. The pilot skills laboratory program will help to evaluate what exactly are the needs of these students. The goal for Spring is to collect some hard data on specific students to analyze what impact attending the skills lab may have had on their success.

V.J. "B" Budget Augmentation: "B" budget for the MLT program annually has been generously increased to \$2000/year. This past year some lottery money was added to this budget which was very helpful in obtaining class room supplies and resource material.

Additional funding of the SWI and including Perkins Funding will hopefully be sustained so the high quality of the program can continue and meet the needs of the community employers. Having a high quality program puts us in high demand for classes. It allows us to be able to at least "talk" to clinical sites about the possibility of training because they understand the quality of the person we will put into their laboratory. The college is committed to training the future workforce and this does come with a cost. Without the support, the program can not exist.

V.K.1 Staff Development Needs: CLEC once per year, good for all instructors to attend and network . This is the most important meeting of the year and the only one that focuses specifically on teaching to clinical scientists. The information is invaluable so it is important that all instructors be included. The information is specific to discipline so each instructor can get ideas that relate to their classroom. General topics cover classroom behaviors, how to recognize and tract good exam questions, how to teach to the tech age student as well as specific issues concerning externships.

It is important that the faculty stay current in the ever changing health technology field. The CLEC (Clinical Laboratory Educators' Conference) meeting (once per year) is specific for clinical science educators to gather and share ideas and learn new skills for the class room. The meeting also has information about current technology with company representatives present to answer questions and publishers are present to show off the latest textbooks and how to create or customize your own textbook.

V.K.2 Staff Development Needs Justification: The CLEC (Clinical Laboratory Educators' Conference) meeting (once per year) is specific for clinical science educators to gather and share ideas and learn new skills for the class room. There is no other meeting of this kind Many times these are out of state but the information and knowleged shared and learned is valuable.

This meeting helps all us be better teachers as it addresses both academic, communication and wellbeing skills that can be transferred back to the classroom.

Faculty can tailor the information to their specialty.

This years conference was in Texas and not attended.

Several of the faculty are ready for re-employment consideration and the goal is to many on board by Fall 2018.

V.L Closing the Loop: We will re assess the outcomes based on our student retention

and success rates especially for the targeted student populations.

For 2016-17 Submitted by: Patricia Buchner

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#SLO STATEMENTS Archived from ECMS: 19

