

**I. Program Description**

A. What is the primary mission of your program? (check all that apply)

- |                                                      |                                                              |
|------------------------------------------------------|--------------------------------------------------------------|
| <input type="checkbox"/> Basic Skills                | <input type="checkbox"/> Cultural and Personal Enrichment    |
| <input type="checkbox"/> Transfer                    | <input type="checkbox"/> Academic Support/Learning Resources |
| <input checked="" type="checkbox"/> Career/Technical |                                                              |

B. Program Description

1 If applicable, note the number of certificates and degrees that have been awarded in the previous academic year.

[Http://research.fhda.edu/factbook/deanzadegrees/dadivisions.htm](http://research.fhda.edu/factbook/deanzadegrees/dadivisions.htm)

CTE programs refer to CTE Program Review Addenda Reports: [www.deanza.edu/gov/IPBT/resources.html](http://www.deanza.edu/gov/IPBT/resources.html)

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|----------------------------------------------------------------------|
| <input type="checkbox"/> # Certificates of Achievement               |
| <input type="text" value="0"/> # Certificate of Achievement-Advanced |
| <input type="text" value="1"/> # AS, AA Degrees                      |

2 If the program serves staff or students in a capacity *other than traditional instruction*, e.g. tutorial support, please answer the following two questions. Otherwise, skip to section **II** below.

a. How many people are served?

- |                                 |                              |
|---------------------------------|------------------------------|
| <input type="text"/> # Students | <input type="text"/> # Staff |
| <input type="text"/> # Faculty  |                              |

b. Number of employees associated with the program?

- |                                 |                                          |
|---------------------------------|------------------------------------------|
| <input type="text"/> # Students | <input type="text"/> # Faculty           |
| <input type="text"/> # Staff    | <input type="text"/> # Part-Time Faculty |

**II. Methods of Evaluation and Assessment**

A. Attach the "Program Review Data Sheet". Briefly, address student success data relative to your program by answering the items listed below (refer to the link): [www.research.fhda.edu/programreview/DAProgramReview/DeAnza\\_PR\\_Div\\_pdf/DeAnzaProgramReviewDiv/htm](http://www.research.fhda.edu/programreview/DAProgramReview/DeAnza_PR_Div_pdf/DeAnzaProgramReviewDiv/htm)

1 Growth or decline in underrepresented populations (Latina/o, African Ancestry, Pacific Islander, Filipino)

Explanation:	De Anza College's MLT program has served a diverse group of students since its inception in 2004. Outreach to specified targeted populations has been accomplished through the aggressive marketing and student recruitment of our MLT program throughout the community. Enrollment of underrepresented populations is up 2% from 2008-2009, currently at 16% with a success rate of 81% and retention rate = 85%.
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2 Trends related to closing the student equity gap relative to the college's stated goals, refer to

<http://www.deanza.edu/president/EducationalMasterPlan2010-2015Final.pdf>, p.16

Explanation:	De Anza College's Educational Master Plan 2010-2015 states that the goal of the college is to close the gap of success indicators to within 5% applied. Referring to the De Anza College's MLT program, student retention for underrepresented populations for 09-10 = 85%: student success for this underrepresented group of students = 81%. Student retention for not targeted students averages 87% with a success rate = 80%. Our program has been highly successful in eliminating the equity gap. For the past 3 years, our targeted student success has exceeded the non-targeted student success.
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- 3 What progress or achievement has the program made relative to the plans stated in the 2008 -09 Comprehensive Program Review, Section III.B, towards decreasing the student equity gap?

see: [www.deanza.edu/gov/IPBT/program\\_review\\_files.html](http://www.deanza.edu/gov/IPBT/program_review_files.html), "Program Review Reports, 2009"

Explanation:	The MLT program faculty are committed to student success of all enrolled students. We have been successful in closing the equity gap for student success between targeted and non-targeted student populations through outreach, teaching methods and the use of laboratory instrumentation for "hands-on" experience. Student recruitment is an important part of the program. The MLT Program Director introduces this clinical laboratory profession to new potential students by participating in community outreach through high schools, career fairs, and student recruitment at our clinical training sites. In addition, MLT Information meetings are held in the classroom twice per quarter where students interested in getting information about the MLT program can come for a presentation about the profession, the program and ask any questions they may have. To increase retention and growth of all students, including underrepresented student populations, the MLT faculty utilize a variety of teaching methods including: powerpoint presentations, study questions, tutors, practice skill laboratories, review sessions and incorporating Catalyst into our curriculum as a reference for student questions, discussions and course material. MLT faculty monitor email and voicemail from students with questions and interactions. Our classroom is a smart classroom with the latest computer and audio visual equipment. Our student laboratory contains state of the art laboratory instrumentation for student use. The MLT faculty will continue to assess and evaluate our program in relation to our student success and respond accordingly.
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- 4 Overall enrollment growth or decline of all student populations

Explanation:	MLT program experienced slight growth in 2009-2010. There were approximately 340 students taking courses offered through the MLT program. The enrollment growth was due to increased enrollment of all targeted student populations (blacks, Filipino and hispanic), with hispanic students showing the highest enrollment increase (12% to 16%). Non-targeted student population enrollment saw a slight decline. The MLT faculty are concentrating on increasing enrollment of targeted student populations through recruitment and program marketing while continuing to have no student equity gap between student populations.
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- B. Did your program implement any curriculum, program reorganization, etc. changes as a response to changes in College/District policy, state laws, division/department/program level requirements or external agencies regulations? How did the change(s) affect your program?

Change:	no changes
Explanation:	The MLT profession is newly recognized in California, with the first state license issued in 2008. De Anza's MLT program is both nationally accredited and state approved. It has become the model program for the state and provides its expertise for other California Community College's in setting up their MLT programs. Our national accreditation agency, National Accreditation Agency for Clinical Laboratory Science (NAACLS) requires an annual program review. Each five year cycle, NAACLS requires a comprehensive self-study and site visits of its members programs. On our last NAACLS self-study/site visit cycle, there were no deficiencies. The next self study is due Sept 1, 2011 with a site visit Feb 2012. Laboratory Field Services, the governing agency for the state, is in the process of revising the MLT regulations. We will carefully watch this progress and adjust our curriculum to reflect these revised regulations, once they are enacted.

- C. Based on the 2008-09 Comprehensive Program Review, Section I.C. "Main Areas for Improvement", briefly address your program's progress in moving towards assessment or planning or current implementation of effective solutions.

see: [www.deanza.edu/gov/IPBT/program\\_review\\_files.html](http://www.deanza.edu/gov/IPBT/program_review_files.html), "Program Review Reports, 2009"

Explanation:	De Anza College's MLT program's main areas for improvement included: program growth, eliminating impacted student enrollment. Through recruitment, marketing and program reputation throughout the Bay Area, there are more students interested in the program than we can accommodate, leading to impacted enrollment. In order for program enrollment to increase, additional clinical training sites were needed to accommodate this additional growth. We were able to affiliate with six additional clinical training sites to train our MLT students. This is certainly progress, moving towards increased program enrollment, however there is much more to be done and the program lacks sufficient support to accomplish these goals. The program operates with 1 full-time faculty member and 6 part-time faculty members. Part-time faculty are CLS experts in certain areas and teach only one course in the program. The program director 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 Director and the lack of proper staffing limits the growth of the program. The MLT program has used some of its vocational program funding to hire "professional experts" to assist instructors by helping in the classroom. The program director has maintained all of the above duties. The program is operating a maximum capacity with the current staffing and no funding from De Anza.
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- D. Career Technical Education (CTE) programs, provide regional, state, and labor market data, employment statistics, please see "CTE Program Review Addenda" at: [www.deanza.edu/gov/IPBT/resources.html](http://www.deanza.edu/gov/IPBT/resources.html)

Identify any significant trends that may affect your program relative to:

- 1) Curriculum Content;
- 2) Future plans for your program e.g. enrollment management plans.

No significant changes	
Impact:	Future MLT program plans includes securing additional clinical training sites to accommodate additional MLT student enrollment and offering some of our MLT courses to include a distance learning option which will boost enrollment. The program will also work with counseling to facilitate the certification and degree process for students. The MLT program provides the mid-step in the career ladder for laboratory professionals. Many laboratory assistants (phlebotomists) continue their education to the MLT level and then to a post-bachelor's degree, clinical laboratory scientist. California labor market statistics predict a strong growth rate of 14.3% for MLT's in the San Jose-Sunnyvale-Santa Clara MSA from 2006-2016. The statewide projected growth for 2008-2018 is 20%.

<p><b>Explanation:</b></p>	<p>De Anza College's MLT program is needed by the community and the Bay Area to offer students entry level training into this new emerging profession.</p> <p>Hospital Council of Northern and Southern California (<a href="http://www.hospitalcouncil.net">www.hospitalcouncil.net</a>) conducted a state survey of laboratory professionals. Here are some of their findings:</p> <ul style="list-style-type: none"> <li>• California ranks 43rd among the 50 states in clinical laboratory workers/100,000 population</li> <li>• The average age of the current laboratory worker is 58. There are not enough laboratory professionals in the pipeline to equal the numbers currently working but plan to retire</li> <li>• A report from Campaign for College Opportunity found that the supply of laboratory personnel in California would need to increase by 559% in order to meet the current demand or approximately 800 new laboratory professionals/year.</li> <li>• California currently graduates about 200 laboratory professionals/year, a significant shortfall.</li> </ul> <p>To date, there are only 4 approved MLT training programs in the state. Two are located in Northern California with the closest at Diablo Valley College in the East Bay.</p> <p>If this crisis in laboratory workforce is not addressed it will have a serious impact on the provision of healthcare in California including:</p> <ul style="list-style-type: none"> <li>• Longer wait times for test results</li> <li>• Delays in conducting surgeries and other procedures</li> <li>• Downsizing or closure of in-house laboratory facilities, resulting in increased costs associated with send-out tests</li> <li>• Rural areas would be especially hard hit as they have a difficult time attracting workers</li> </ul>
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E. *Career Technical Education (CTE)*, provide recommendations from this year's Advisory Board (or other groups outside of your program, etc.) Briefly, address any significant recommendations from the group. Describe your program's progress in moving towards assessment or planning or current implementation of effective solutions.

<p>No significant changes</p>	
<p><b>Impact:</b></p>	<p>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. The Advisory Committee expressed the great need for this program to continue in its excellence and requests increased student enrollment in order to meet the projected workforce demands for MLT's .</p>

Explanation:	Currently, the MLT program is operating at maximum capacity and with current physical, personnel and monetary support. Substantial program growth is not an option at this time.
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**III. Select IIIA or IIIB below:**

Note instructions and materials for these sections can be found at: <https://www.deanza.edu/slo>

- A. For programs whose PLOs primarily align to the Institutional Core Competencies, ICCs: Attach the 2010-11 "Mapping Program Level Outcomes to Institutional Core Competencies" sheet(s) and "Program Level Outcome Assessment Plan" sheet(s).

1 Describe the processes by which your program members have or will assess program level outcomes: (check those that apply)

<input type="checkbox"/> course-embedded	<input checked="" type="checkbox"/> surveys
Other, describe here:	The MLT program subscribes to the ASCP testing agency. This subscription allows the MLT Program Director direct access to De Anza College MLT student test scores.

2 Review the ECMS-SLO Summary Report or SSLO Summary Report (Division Deans shall be sent that report) What percentage of courses that should undergo a SLOAC process are:

<input type="checkbox"/> NA	<input checked="" type="checkbox"/> 78 complete	<input checked="" type="checkbox"/> 17 in progress	<input type="checkbox"/> 5 to be assessed
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3 Below, briefly describe the level of engagement by your program staff and faculty with the outcomes assessment process (SLOAC, SSLOAC) since last year?

The MLT program has only one full-time faculty member, however the part-time instructors who are experts in their particular clinical area have contributed to their perspective SLOAC. There is a clinical component to the MLT program and the Education Coordinators at the training sites have also contributed to the SLOC process for the students training at their facility.

4 What program enhancements are you implementing as a result of the program level assessment process? Describe enhancements that do not require additional resources below:

summarize results:	The MLT program has 100% on their program level assessments	Plan/Enhancement:	The MLT faculty is currently working on an inventory of MLT learning objectives which will enhance our program as well as benefit MLT programs throughout the state.
summarize results:		Plan/Enhancement:	

- B. For programs whose PLOs primarily align to the Strategic Initiatives: Attach the 2010-11 "Mapping Program Level Outcomes to Strategic Initiatives" sheet(s) and "Program Level Outcomes Assessment Plan" sheet(s).

1 Describe the processes by which your program members have or will assess program level outcomes: (check those that apply)

<input type="checkbox"/> course-embedded	<input type="checkbox"/> surveys
Other, describe here:	

2 Review the ECMS-SLO Summary Report or SSLO Summary Report (Division Deans shall be sent that report) What percentage of courses that should undergo a SLOAC process are:

NA                       complete                       in progress                       to be assessed

3 Below, briefly describe the level of engagement by your program staff and faculty with the outcomes assessment process (SLOAC, SSLOAC) since last year?

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4 What program enhancements are you implementing as a result of the program level assessment process? Describe enhancements that do not require additional resources below:

summarize results:		Plan/Enhancement:	
summarize results:		Plan/Enhancement:	

**Department Summary**

**IV. Attach 2008-09 Comprehensive Program Review Budget Data Form. Add a column of data that lists the amounts allocated for the 2010-11 academic year.**

**See:** [www.deanza.edu/gov/IPBT/program\\_review\\_files.html](http://www.deanza.edu/gov/IPBT/program_review_files.html), "Program Review Reports 2008-09"

**V. Resource Requests include: staff, faculty, materials, "B" Budget, facility refresh, Measure C equipment**

A. Please submit up to three faculty and/or staff requests below in ranked order: (copy this section as needed)

<input type="checkbox"/> Rank	<input type="checkbox"/> replacement	<input checked="" type="checkbox"/> x	<input type="checkbox"/> growth
Position:	Administrative/Technical Assistant 20hrs/week		
Department :	MLT	Contact Person, ext.	Debbie Wagner 8790

1 Briefly state how this person will enhance or maintain the status quo of your program plan to improve student learning relative to the campus Mission, Institutional Core Competencies, or Program goals/plans below:

The MLT program is operating with one full-time faculty member and 6 part-time faculty members. Each part-time faculty member is an expert in their particular subject and only teach one or two sections per academic year. All other duties and teaching is done by the MLT Program Director. In order to maintain our current academic excellence and meet our course SLO's, the program director needs assistance with some of the administrative and technical (lab prep and lab assistant duties) so that she can focus on student recruitment, community involvement and assisting students meet their career goals. The program director is the instructor for all of the clinical training courses and as such, she meets weekly with MLT students to prepare them for the national certification examination. De Anza College's MLT program has a 100% passrate on the national certification examination, that is partly due to the individualized attention given to MLT student during their clinical training.

2 Highlight FTE, PT/FTE ratios and WSCH that support your request below:

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the MLT program is operating with one full-time faculty member and 6 part-time faculty members. Each part-time faculty member is an expert in their particular subject and only teach one or two sections per academic year. All other duties and teaching is done by the MLT program director. The program director teaches many courses with 0 load so as not to generate an overload situation, yet these courses take time and effort. One example is the clinical practicas. The MLT program director receives load for only one practica per quarter, yet there are up to 6 students enrolled in various practica. When a student is in the clinical training portion of the MLT program, the MLT program director visits regularly (usually weekly), monitors students progress through the training via lag sheets and weekly diaries and prepares and grades weekly case studies and final examinations. These duties are in addition to maintaining the program through recruitment, accreditation, supplies, lab preparation and administrative duties.

3 If applicable, discuss PLOAC assessment results that support the program need for this resource below:

The PLOAC for the MLT program states that the program will prepare its students to pass the national MLT certification examination which is needed to obtain a CA MLT license. In order for this PLOAC to be successful, it requires the MLT program director have adequate time with students during their clinical training to prepare them for this examination.

4 Please note: It is an expectation that all resources that are allocated 2 or more years prior to the next comprehensive program review (2013-14) will be assessed relative to their contribution to the program, its course or program level outcomes and its program review criteria. In this light, briefly state some of the criteria you may use to assess the effect of this additional staff/faculty position to your program below:

De Anza's MLT program is on the cutting edge of laboratory medicine, recognized as the model MLT program for the state and recipient of a large grant in conjunction with SJSU. We are operating at capacity with the staff that is currently available. In order for our program to maintain its excellence, additional staffing is needed.

B. As applicable, list your requests for:

Materials, "B" Budget, facility refresh, Measure C equipment Refer to:

[www.deanza.edu/gov/techtaskforce/pdf/Measure%20C\\_Prioritization\\_Processes\\_ClgeCnclApproved6\\_10\\_10.pdf](http://www.deanza.edu/gov/techtaskforce/pdf/Measure%20C_Prioritization_Processes_ClgeCnclApproved6_10_10.pdf)

Please submit materials, "B" Budget, facility refresh, Measure C equipment, requests below in ranked order: (copy this section as needed). List 3 here, keep a prioritized list of all items on hand.

<input type="checkbox"/> Rank	<input checked="" type="checkbox"/> replacement	<input type="checkbox"/> growth
Item Description:	Mini Vidas instrument to replace the TDX which is no longer in service. Reagents and supplies are no longer supplied to this outdated instrument. In addition, to keep our student lab state of the art, we need an LIS system designed for laboratory educational programs.	
Cost Estimate :	\$30,000 for both	Contact Person, ext. Debbie Wagner 8790

1 Briefly state how this resource will enhance or maintain the status quo of your program plan to improve student learning relative to the campus Mission, Institutional Core Competencies, or Program goals/plans below:

The MLT program needs theses two resources in order to stay up to date and adequately train our MLT students for entry level positons within the laboraoty community.

2 Highlight FTE, PT/FTE ratios and WSCH that support your request below:

the MLT program is operating with one full-time faculty member and 6 part-time faculty members. Each part-time faculty member is an expert in their particular subject and only teach one or two sections per academic year. All other duties and teaching is done by the MLT program director. The program director teaches many courses with 0 load so as not to generate an overload situation, yet these courses take time and effort. One example is the clinical practicas. The MLT program director receives load for only one practica per quarter, yet there are up to 6 students enrolled in various practica. When a student is in the clinical training portion of the MLT program, the MLT program director visits regularly (usually weekly), monitors students progress through the training via lag sheets and weekly diaries and prepares and grades weekly case studies and final examinations. These duties are in addition to maintaining the program through recruitment, accreditation, supplies, lab preparation and administrative duties.

3 If applicable, discuss PLOAC assessment results that support the program need for this resource below:

The PLOAC for the MLT program states that the program will prepare its students to pass the national MLT certification examination which is needed to obtain a CA MLT license. In order for this PLOAC to be successful, it requires the MLT program director have adequate time with students during their clinical training to prepare them for this examination.

4 Please note: It is an expectation that all resources that are allocated 2 or more years prior to the next comprehensive program review (2013-14) will be assessed relative to their contribution to the program, its course or program level outcomes and its program review criteria. In this light, briefly state some of the criteria you may use to assess the effect of this additional resource upon your program below:

We wil continue to use the passrate on the MLT national certification examination to assess our PLO.

**Dean's Summary**

**VI. Resource Requests include: staff, faculty, materials, "B" Budget, facility refresh, Measure C equipment**

A. Please submit up to three **faculty and/or staff** requests below in ranked order: (copy this section as needed)

Rank	replacement	growth
Position:		
Department :	Contact Person, ext.	

1 In addition to the Department's rationale and from a dean's perspective, briefly state how this person will enhance or maintain the status quo of your program plan to improve student learning relative to the campus Mission, Institutional Core Competencies, or Program goals/plans below:

2 Address FTE, PT/FTE ratios and WSCH that support your request below:

3 In light of the department's statements about assessment results, describe any additional need or service to the College this person may bring to the Division below:



4 It is an expectation that resource allocations (awarded 2 or more years prior to the next Comprehensive Program Review) will be assessed relative to their contributions to the program, its course or program level outcomes and its program review criteria. In this light, briefly state some of the criteria you, as the Dean, may use to assess the effect of this additional staff/faculty position to your program below:

B. As applicable, list your requests for:

**Materials, "B" Budget, facility refresh, Measure C equipment Refer to:**

[http://www.deanza.edu/gov/techtaskforce/pdf/Measure%20C\\_Prioritization\\_Processes\\_ClgeCnclApproved6\\_10\\_10.pdf](http://www.deanza.edu/gov/techtaskforce/pdf/Measure%20C_Prioritization_Processes_ClgeCnclApproved6_10_10.pdf)

Please submit **materials, "B" Budget, facility refresh, Measure C equipment**, requests below in ranked order: (copy this section as needed) List 3 here, keep a prioritized list all items on hand.

<input type="checkbox"/> Rank	<input type="checkbox"/> replacement	<input type="checkbox"/> growth
Item Description:		
Cost Estimate :		Contact Person, ext. <span style="background-color: yellow;"></span>

From a Dean's perspective, are there additional factors to add to the Department's rationale for this resource request? How will the addition of this resource enhance or maintain the status quo of this program's plan to improve student learning relative to the campus Mission, Institutional Core Competencies, or Program Goals? Use the following three sections below to state:

1 Additional factors:

2 Highlight FTE, PT/FTE ratios and WSCH that support the request below:

3 If applicable, discuss PLOAC assessment results that support the program need for this resource below:

4 It is an expectation that resource allocations (awarded 2 or more years prior to the next comprehensive program review) will be assessed relative to their contributions to the program, its course or program level outcomes and its program review criteria. In this light, briefly state some of the criteria you, as the Dean, may use to assess the effect of this additional staff/faculty position to your program below: