De Anza College

Instructional Annual Program Review 2021-22

**Instructions**: The first column is section and question number, followed by ask without explanation The third column fully describes the information that the IPBT is requesting. The blank column is where you will type your response. Save program review as a Word document. This is the document you will send to your Dean. It will be posted on the De Anza website in pdf format.

In addition to this document, please also submit to your Dean the Resource Request spreadsheet making sure facilities requests are on “Facilities” tab and large-ticket items are on Large-ticket Items” tab.

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|  | **Information Requested** | **Explanation of Information Requested.** | **Enter your answers here** |
|  | Department Name: |  | BHES – Medical Laboratory Technology |
|  | Program Mission Statement: | How does your program mission statement relate to the mission of De Anza College and our Institutional Core Competencies”? (<https://www.deanza.edu/about-us/mission-and-values.html> ). | The mission of the De Anza College Medical Laboratory Technology 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, to be a vital part of the community, and provide the community a much needed service. |
| I.A.1 | What is the Primary Focus of Your Program? | Choose from General Education, Transfer. Career/Technical, Learning Resources/Academic Services, personal enrichment or N/A | Career/Technical |
| I.A.2 | Choose a Secondary Focus of Your Program. | Choose from General Education, Transfer. Career/Technical, Learning Resources/Academic Services, personal enrichment or N/A | Transfer |
| I.B.1 | # Certificates of Achievement Awarded | State the number of Certificates of Achievement awarded during the 2020-21 academic year. Please refer to: <https://www.deanza.edu/ir/AwardsbyDivision.html> . If you do not offer Certificates of Achievement please state “none offered”. | 1 |
| I.B.2 | # Certificates of Achievement-Advanced Awarded: | State the number of Certificates of Achievement - Advanced awarded during 2020-21 academic year. Please refer to  <https://www.deanza.edu/ir/AwardsbyDivision.html> If you do not offer Certificates of Achievement” please state “none offered”. | 0 |
| I.B.3 | # ADTs (Associates Degrees for Transfer) Awarded | State the number of Associate Degree Transfer awarded by you department during the 2020-21 academic year. Please refer to <https://www.deanza.edu/ir/AwardsbyDivision.html> . If you do not offer Associate Degree Transfer, please state “none offered”. |  |
| I.B.4 | # AA and/or AS Degrees Awarded: | State the number of Associate of Arts or Associate of Science degrees awarded during the 2020-21 academic year. Please refer to <https://www.deanza.edu/ir/AwardsbyDivision.html> .If you do not offer Associate of Arts or Associate of Science Degree, please state “none offered”. | 5 |
| I.B.5. | Trends in # Total Awards | If applicable to your program, has total number of certificates and degrees increased, decreased or stayed the same? What thoughts do you have on these changes? | Number of total awards have decreased. The number of Certificate of Achievement decreased dramatically while the AS Degree has had a significant boost, and the number of the Certificate of Achievement-Advanced has dropped. The AS trend has been 1-2 annually from 2016 to 2020, but for 2020-2021 it is 5, while the Certificate of Achievement-Advanced has been 0-1.  The program has been reaching out to applicants and prospective students earlier in the professional pathway leading to those students opting for the AS degree. The program also accepts international students. Not all our students need or want the Certificate of Achievement-Advanced due to many factors. One is that the Certif- Achievement Advanced degree is not needed for their employer. Next, gaps in clinical training make it hard for students to return and submit apply for the award process. Our students obtain awards after completing coursework followed by a 6-month externship and there has always been a shortage of externships. During the pandemic, many clinical affiliates postponed training which delays degree or certificate achievement. Or our students are an international students and foreign transcript course equivalency’s are an obstacle in obtaining an award, but the students still qualify to take the board and state exam.  Our previous goals were to have students consult with the biology counselor during the first quarter of enrollment or advise students prior to application to the program. This has helped students with degree navigation and has increased the AS degree but lowered the Advanced degree. |
| I.B.6. | Strategies to Increase Awards | What strategies (1, 2, 3. . . .) does your department have in place to ensure students are obtaining awards when it is applicable to their educational goal? (e.g. Outreach, In-reach, graduation workshops, collaborations with other offices, etc.) | The plan is to consult with students and the biology counselor for students to work on obtaining both degrees and not select either the AS or Advanced degree.  Critical need: The program has been requesting for a position to be created to help students navigate the degree pathway, an MLT Student Advisor to help track the progress of students and help confirm pre-requisites for the certification in a timely manner since the MLT program awards are significantly different from typical programs. |
| I.C.1 | CTE Programs: Review of Perkins Core Indicator and SWP Outcomes Metrics | Review the most recent Perkins Core Indicator and SWP Outcomes Metrics data for your program(s). Cite planned interventions and activities to enhance student and program outcomes.  Perkins Core Indicator Reports provided by Margaret Bdzil. Cal-PASS Launchboard SWP Metrics: <https://www.calpassplus.org/LaunchBoard/Home.aspx> | <https://www.calpassplus.org/LaunchBoard/Home.aspx>  The California EDD predicts for the period 2018-2028 the number of openings for medical assistants to increase by nearly 9 %.  The program stats for enrollment and completion are much lower because the pandemic has resulted in many students losing employment or becoming the sole provider for the household. These students were most impacted and had to decide to either postponed their education or drop their courses. The program encouraged students to use the college’s resources for basic needs and emergency grant. The program announced, posted, and emailed students reminders to encourage the most disadvantaged to use the resources..  Trends:  As in the previous program review, molecular testing is in demand for hospital labs and the biotech industry. Molecular testing should be expanded to expand student opportunities along with preanalytical skills which clinical sites have emphasized that students need improvement.    A permanent position for a full-time staff is needed greatly to help with maintaining the student lab for consistency for lab courses, to revise lab manuals, represent the program, aid the program director, be an interprofessional liaison, and incorporate all testing phases in the classroom. SWI funds were used for equipment upgrades, skills labs have continued to be offered with sessions adjusted to provided online or in-person sessions for all student needs based on student feedback. The skills lab is to focus on employer desired skills to address trends in the workforce. A lab assistant is important for the hands-on lab courses and skills lab to aid in lab preparation, lab consistency, and one-on-one teaching.  The molecular instrument purchased benefits students because the testing trend is molecular respiratory based, and the students will now have experience with molecular instrumentation. The hematology instrument was also upgraded to keep student training current. A biosafety cabinet was installed to expose students on how to process and test microbiology and respiratory samples.  This year interview, resume writing, and ethics will also be a focus due to clinical site comments, student demand, and faculty recommendation.  Program limitation is due to course size. Mainly the microbiology course and blood banking course. The request for the microbiology course far exceeds the seat number and the course is limited because of the high cost of microbiology reagents and time required to set up the labs. Additional help is greatly needed in all labs and microbiology is a prime example, microbes need to be prepared before students come to class and supplies set up manually. Most of the microbiology processes are manually done and do not use an automated instrument which requires time. The supplies for the blood bank course are expensive, to simulate a real-life scenario lab in dated reagents and real samples must be utilized.  Proposal: Program limitation is due to lack of training sites, and not student interest, or demand.  Working with Industry partners for a CLIA license to utilize mobile labs for student training to decrease the amount of clinical training needed on-site to attract short-staffed labs. |
| I.C.2 | CTE Programs: Labor Market Demand and Industry Trends: | Review and summarize statewide and regional labor market (LMI) data for occupations that are closely aligned with your program. Cite current industry trends. Provide an overview of your program advisory committee's recommendations relating to existing and new course and certificate/degree offerings. Cite additional data when applicable.  California EDD LMI Info: <https://www.labormarketinfo.edd.ca.gov/cgi/dataanalysis/areaselection.asp?tablename=occprj> | EDD has a very strong positive outlook for technicians and technologists, an estimated 28,500 employment, 8,610 job openings due to growth, 25,200 total annual open jobs. 2018-2028 in California, while it is 11% for the nation which is higher than other most other fields. The Advisory Committee acknowledges there is a severe shortage of lab personal and the impact of the short staffing to overworked staff and delay in patient care to the community. The Advisory Committee has commended the De Anza MLT Program and faculty for their commitment to the field and preparing the students for training and the certification exam with CLS programs recommending De Anza for prerequisite courses. The Advisory Committee recommends the program to reach out to hospital lab upper management to revise their stance on training students or promote the MLT field to increase awareness. The staff bandwidth is not sufficient. Maintaining, stocking, and operating the student lab itself takes up most of staff time not including teaching, grading, and advising.  Traveling to all clinical sites, presenting, networking, maintain relations with clinical sites, and writing proposals requires a full-time staff member to help the program director. A full-time staff member position is urgently needed to increases and maintain the current number of training sites we have.  The Emergency Use Authorization, EUA, for COVID testing has also boosted the MLT job outlook with the program receiving inquiries from interested many parties such as local, out-of-state, hospital lab, reference lab, and biotech. The demand exceeds the supply of new graduates with most training sites offering graduates a job right after program completion. Some of the requests for new grads are coming from labs or industries that have never hired MLTs and are now incorporating MLTs into the workforce. The average starting wage is $30 to $35 per hour with Kaiser Permanente and Stanford Health Care with the highest job posting historically, but that has changed with the biotech industry. The job postings for biotech are unknown, but the hospital labs are urgently reaching out to the program to hire new grads due to biotech labs offering lucrative pay and leaving the hospital field.  The California Bill SB-334 was passed to create a bridge for MLTs but have not been implemented because of the pandemic and lack of staffing. Clinical sites, current students, prospective employers, graduates, other MLT programs, and prospective students are very interested in the bill and the impact the bill will have on student professional growth and lab expansion. Once CDPH’s Laboratory Field Services provides the application and route details there will be a massively increased interest in the field and program. Labs that have or have never hired MLTs are inquiring about the bill to increase their current workforce. The college must anticipate for the upcoming change to help the program accommodate the job trend and growth. |
| I.D.1 | Academic Services and Learning Resources: # Faculty Served | Only for programs that serve staff or students in a capacity other than traditional instruction, e.g. tutorial support, service learning, etc. State number of faculty served per year (Fall, Winter and Spring): Provide number from previous year, and # increase or decrease. To the extent possible, specify what data you used to arrive at this number. |  |
| I.D.2 | Academic Services and Learning Resources: # Students Served | Only for programs that serve staff or students in a capacity other than traditional instruction, e.g. tutorial support, service learning, etc. State number of students served per year (Fall, Winter and Spring): Provide number from previous year APRU, and # increase or decrease. To the extent possible, specify what data you used to arrive at this number. |  |
| I.D.3 | Academic Services and Learning Resources: # Staff Served | Only for programs that serve staff or students in a capacity other than traditional instruction, e.g. tutorial support, service learning, etc. State number of staff served per year (Fall, Winter and Spring): Provide number from previous year APRU, and # increase or decrease. To the extent possible, specify what data you used to arrive at this number. |  |
| I.E.1 | Full Time Faculty (FTEF) | For ALL programs: State the number of FTEF assigned to your department/program. Refer to your program review data sheet:  <https://www.deanza.edu/ir/program-review.20-21/index.html> . | 0 |
| I.E.2 | # Student Employees | If applicable to your program, state number of student employees and if there were any changes between number this academic year and the previous two academic years. |  |
| I.E.3 | Full Time Load as a % | State the percentage of courses taught by full-time faculty (exclude overload). Refer to your program review data sheet. <https://www.deanza.edu/ir/program-review.20-21/index.html> or access within the program review tool. | 0.0%, |
| I.E.4 | # Staff Employees | If applicable to your program, state number of staff employees and if there were any changes. ONLY report the number of staff that directly serve your program. Deans will make a report regarding staff serving multiple programs. | None, |
| I.E.5 | Changes in Employees/Resources | Briefly describe how any increase or decrease resources/employees (exclude teaching faculty) has impacted your program. What strategies does your program have in place to ensure students are being supported and able to reach their full capacity when faced with these changes and challenges**?** (e.g. Mentors, embedded tutors, extended lab hours, instructional support, non-credit support, etc.) | Continued financial support is a must to maintain our accreditation standards.  A tutor/lab aide is also needed, currently the program hires students for as temporary tutors/lab aides. The tutor/lab aide position is important in student labs, mostly in labs that require complex lab skills. The students have noted that labs with a lab aide are better for their education and training. The Perkins funds are essential to continuing these positions. Also, California has expanded the MLT scope of practice for hematology, urinalysis, and blood bank. To alleviate the shortage of staff in a bold move, California has changed legislation to allow MLTs to perform certain tests. This means tutors/ lab aides will continue to be necessary to accommodate these changes in the student lab. |
|  | **Enrollment** |  |  |
| II.A | Enrollment Trends | What changes in enrollment have you seen in the last three years? Refer to <https://www.deanza.edu/ir/program-review.20-21/index.html> or access within the program review tool. You do not need to list enrollments; rather reflect on enrollment trends. What strategies does your department have in place to increase or maintain current enrollment trends? | There continues to be high interest in the program due to worldwide and community changes related to the pandemic, California’s groundbreaking legislative changes for an MLT-to-CLS bridge, and the ongoing severe shortage of lab staff. Enrollment has dropped in 2020-2021, census enrollment for 20-21 is 213, which is a decrease of 56.4% in the last five year. Enrollment was lowered during the pandemic amid county and district regulations to distance students. The lab seat count was lowered from 20 to 15 per course with many students desiring to postpone their courses until after the pandemic. Although enrollment was decreased, the student success rate was in the 80s which is like previous years. Student nonsuccess was the same as the previous year. Student withdrawal was 2% higher. The reason for higher student withdrawal is the district’s amended withdrawal rules during 20-21. Students were allowed to withdraw until the last day of the quarter, and this attributed to the higher withdrawal rate for students who may not have been satisfied with their performance or grades. The 20-21 has changed the outlooks of many staff and students. Students are leaving from the program to continue in their current profession or a new job. Some students have commented this shift is a result of financial hardship. |
| II.B. | Enrollment Trends for disproportionately impacted student groups | Using the program review data tool, what is the enrollment of African American, Latinx, Filipinx, and Pacific Islander students as a percentage of your entire program compared to other student groups in campus-wide percentages? You do not need to list enrollments, but rather reflect on what the trends look like. Link to equity plan and strategic plans   1. What could be contributing to the differences? 2. What strategies does your department have in place to increase or maintain enrollment of these student groups?   Are there other trends that you see when drilling into the data that may be important to explore? | Enrollment  The Filipinx enrollment increased greatly, from 13% to 23% and the Latinx enrollment increased from 15% to 18%. While the African American enrollment dropped from 4% to 1% and Native American enrollment decreased from 2% to 0.  Compared to the college, the program enrollment for the Latinx population is almost the same, 23% compared to the 25%. The African American enrollment is 4% for the college and 1% for the program, and the Native American enrollment is the same for the program and college. The Filipinx group is 7% for the college and 23% for the program which is significantly higher.  The program’s enrollment trends for disproportionate groups are like the college trend except for the higher Filipinx enrollment.  Efforts to maintain enrollment of disproportionately impacted students is to offer counseling, making students aware of college and program resources, helping student navigate these resources and how to utilize it, and offering tutoring and skills lab.  1) Tutors/ lab aides must be included in the classroom.  2 )SWI funds allows the program to provide current and properly functioning lab equipment in addition to lab supplies. Proper lab equipment and sufficient lab supplies are required for valuable student learning experience to practice skills that will be used in the workforce which makes our students successful candidates for externship and employment. |
| II.C. | Overall Success Rate | What changes in student success rates have you seen in the last three years? You do not need to list success rates, rather reflect on trends in success rates.   1. What could be factors that influence success rates? Please refer to: <https://www.deanza.edu/ir/program-review.20-21/index.html> 2. What strategies does your department have in place to increase or maintain current success rates? | Student success and nonsuccess in 20-21 have been like the last 5 years, if comparing 20-21 to 19-20, then there is a slight 2% dip in success. Abrupt curriculum changes in 20-21 may have impacted success rate. As staff and students become familiar with the current hybrid curriculum and as the college provides more guidance with online and hybrid courses the success rates are expected to stay the same or increase. The trend in learning is online or hybrid classroom models to accommodate students that commute or work. The other trend is CLEC and students’ responses to online coursework is to utilize shorter length interactive based content and focus on student interaction for hybrid/online learning to keep students engaged.  The program is exploring other online modules, studying student learning trends, incorporating student feedback, takeaways from CLEC, lab educator conference, to improve hybrid, online, in person lab learning to keep the success at the same or higher rate. |
| II.D. | Success, Non-Success and Withdraw Rates for disproportionately impacted student groups | Using the [Disproportionate Impact Tool](https://www.deanza.edu/ir/program-review.18-19/Access_DI_tool.pdf) within the [Program Review Tool](http://deanza.edu/ir/PRGuide_PrintingPDF.pdf) explore differences in success rates by ethnicity, gender and special student populations (foster youth, individuals with disabilities, Veterans and low income students). Of the rows that are highlighted (which indicate there are disproportionate impacts for that group):   1. What differences do you see in successful course completion rates? 2. What are your thoughts on these differences?   What strategies might be helpful in closing gaps in successful course completion? | Success rates for disproportionately impacted groups have overall decreased from 77% to 76% for African American, Latinx, and Filipinx students while success rates for all students held steady at 82%.  African American student population success rate increased from 75% to 100%, the Filipinx students from 72% to 67%, and the Latinx students from 84% to 85%.  The course completion rate was dependent on many factors that were beyond the program or college for the last two years, such as family obligations and financial impacts. It was a difficult year for staff and students with family members or jobs affected by the pandemic. The curriculum changes from in person to online then hybrid is also a hurdle for those without internet access or new to online learning. The shift from in person curriculum to online than to hybrid is a challenge for students to familiar with learning management systems or students that may not have reliable internet or regular access to a laptop or desktop which would mostly impact an already disproportionate group. Students have reported not having access to home internet and use cellular data to listen to online lectures. The students that did report issues with the transition during 20-21 also reported unstable working or family conditions.  Disproportionally impacted students would be most affected by the financial strains during the pandemic, such as loss of income or lowered income. Some students commented on this as a reason for underperforming or dropping a course. To improve retention and student success rates of target group, students must be identified in the case of widespread social impacts such as a recession, high unemployment rates, community health disasters, etc to offer aid or advice. More close collaboration with the college college to connect students with resources for online learning help and to alert students of the college’s resources to food drives, mental health advocates, emergency grants, etc. |
| II.E. | Changes Imposed by Internal/External Regulations | Address program changes implemented 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? (e.g. any curriculum, reorganization of program AB 705, noncredit curriculum, loss of personnel, etc.) | The MLT program is a CTE program and was permitted to continue with on-campus labs. In addition, the first shutdown of the college propelled the program to pause lab classes and move lecture online immediately. The shift from in person curriculum to online than to hybrid was a challenge for students who had to become familiar with new learning management systems. mostly impact an already disproportionate group.  Most of the program staff have not used a learning management system and training was rushed for staff to provide online courses. Then staff had to change from online to hybrid course. The curriculum mode and courses had to be modified to fit an online platform and lower face-to-face interaction in a short span.  The district allowance for students to drop with EW at the end of the quarter most likely attributed to higher drop rates during this period. |
|  | **Equity** | In order to meet the goals within our [State Equity Plan](https://www.deanza.edu/sssp-se-bsi/documents/DAC_Student_Equity_Plan_2019-22_Final.pdf), [Institutional Metrics](http://deanza.edu/ir/planning/planning_files/InstitutionalMetrics_2019_4.29.19.pdf), and [Educational Master Plan](http://deanza.edu/ir/state-of-the-college-related-information/documents/EMP2015-2020_3-11-16.pdf), the following section asks you to reflect on questions focused on student equity to help inform our goals. |  |
| III.A. | Equity Plans for groups other than the acknowledged disproportionately impacted groups | Are there other groups of students besides the acknowledged disproportionately impacted groups of African American, Latinx, Filipinx, and Pacific Islander students that your department intentionally focused support for. | Students with disability. Faculty are reaching out and meeting with student disability center staff to better support and understand the needs of students with disabilities for paper exams and lab practicum. |
| III.B. | Program Success | Describe any events/program changes/successes that you would like to share relative to your equity efforts? | Faculty are reaching out and meeting with staff in student disability center before the quarter begins to better support and understand the needs of students with disabilities to accommodate for paper exams and lab practical.  The program and faculty regularly announce and post resources available to disproportionate students and advocate students to utilize those resources. The skills lab is a voluntary session to provide additional help for disproportionate students. Feedback for skills lab are positive for students that have difficulty with technical skills. |
| III.C. | Equity Planning and Support | Has equity work generated any need for resources? If so, what is your request? Include staff/position needs. | Staffing is needed tutors and lab aides to understand, identify and help disproportionately impacted students.  Additional pay is needed for staff time to convert or modify the curriculum or test when a request is made from the student disability center.  Lab resources, such as online subscriptions for study guides to interactive courses are other resources that are needed.  Lab aide  The lab aide will provide additional resources for hands on learning and decrease the high student to instructor ratio. The program is unique that requires special skills and knowledge only lab aides will have.  Skills lab  The skills lab is a coaching lab that coaches’ students on techniques the student may be having difficulties with that require additional time outside of the class. |
| III.D. | Departmental Equity Planning and Progress | Identify which of the following resources you need? How would the resource help?   * Professional Development – what areas? * Enhanced support for students * Departmental Collaborations * Best Practices * Coaching/Consultation | Professional Development  Educational conferences that are lab based such as CLEC, the clinical lab educator’s conference. It provides valuable resource for faculty and administrators to be updated and learn about new teaching techniques, trends in lab education, skills for student success in clinical training, or accreditation requirements. Faculty equipment training – faculty need vendors to train them on new equipment to be able to teach students.  Enhanced support for students  Subscriptions to interactive learning modules and practice exams as a supplement to learning theory while the student skills lab can supplement the technical skills for student learning. A lab aide will provide hands on on-on-one interaction for student success and safety to decrease the high instructor to student ratio.  Departmental Collaborations  MLT programs are working with industry partners to create mobile labs to help with the training shortage. Collaborations are in place to share ideas, work on legislation, or issues. Resources are needed to prompt the program on social media, travel and appeal to training sites.  Best Practices  Properly functioning and updated equipment is a must for learning. An out-of-date instrument will not teach students valuable work skills.  Sufficient lab supplies are required.  Lab aide, the lab aide will provide additional resources for hands on learning.The lab aide also helps prepare the lab so students can focus on learning the lab process.  Skills lab  The skills lab is a coaching lab that coaches’ students on techniques the student may be having difficulties with that require additional time outside of the class. |
| III.E. | Assistance Needed to close Equity Gap | Would you like assistance with identifying strategies and/or best practices and/or resources to help facilitate student success? | Yes |
|  | **Assessment Cycle** | Navigate to <https://www.deanza.edu/slo/> and click “TracDat is gone” which will take you to accordion listing SLO assessments under “Student Learning Outcomes and Assessments Summaries by Division:” |  |
| IV.A | SLOAC Summary | Describe an accomplishment or enhancement that resulted from SLO assessment starting with Spring 2020 through end of Spring 2022.. | 18 courses in the assessment unit with no courses without an SLO with 100% courses assess in the program review reporting year. |
| IV.B | Assessment | List the names of the courses in your department (e.g. CIS 22A) that are planned to be assessed by the conclusion of 2021-22 academic year. | HTEC 180, 183, 184, 185, 80, 80A, 81, 81A, 82, 83, 83A, 84,84A, 85A, 85B, 85C, 85D |
|  | **Resource Requests** |  |  |
| V.A | Budget Trends | Over the past five academic years, describe impact, if any, of external or internal funding trends that you might be currently dealing with ( eg COVID demands) upon the program and/or its ability to serve its students.  If you don’t work with budget, please ask your Division Dean to give you the information. | The MLT program receives funding from several sources, with faculty and the program director from the college. The B budget and lottery money helps with classroom supplies and resource material for subscriptions for online learning, but the B budget and lottery money are decreasing, which is the same for Perkins and most importantly the HLWI grant funds that have been keeping the program afloat are disappearing. Funding is needed for skills labs as well as supplies in the student lab, such as reagents, media, and other lab supplies to ensure that testing is accessible year-round especially for materials with short end dates. |
| V.B | Funding Impact on Enrollment Trends | Over the past five academic years, describe the impact, if any, of external or internal funding changes upon the program’s enrollment and/or its ability to serve its students. Refer to Program Review data sheets for enrollment information: | Funding has allowed the program to replace analyzers for hematology, urinalysis, coagulation, molecular, and chemistry to keep students current with technology and adhere to new regulations on the expanded scope. These experiences and training are an integral component of the program that allows students to have experience necessary to be attractive applicants for training and successful in their externship and career. Replacing and evaluating new technology is crucial and must be factored into the program budget. A replacement plan is needed for each equipment every 5-7 years. The lack of training sites is the limiting factor in enrollment so there is increasing interest in simulated labs for academic institutions. |
| V.C.1 | Faculty Position(s) Needed | Describe each request as: “Replace due to Vacancy”, “Growth”, or if none state “None Needed Unless Vacancy” | Replace due to Vacancy |
| V.C.2 | Justification for Faculty Position(s): | Do you have assessment data available to justify this request for a faculty position? If so provide the SLO/PLO assessment data, reflection, and enhancement that support this need. If not, provide other data to support this need. | The department chair position and has been vacant. Hiring a full-time faculty for the vacancy will greatly aide the program director.  Lab aide, the lab aide will provide additional resources for hands on learning and decrease the high student to instructor ratio. The lab aide also helps prepare the lab so students can focus on learning the lab process. The program is unique that requires special skills and knowledge only lab aides will have.  Skills lab  The skills lab is a coaching lab that coaches students on techniques the student may be having difficulties with that require additional time outside of the class. These skills are necessary for successful employment, graduation, training, and certificate attainment. |
| V.D.1 | Staff Position(s) Needed | Choose: “Replace due to Vacancy”, “Growth”, “None Needed Unless Vacancy”  Only make request for staff if relevant to your department only. Division staff requests should be in the Dean’s summary. | Growth |
| V.D.2 | Justification for Staff Position(s): | Do you have assessment data available to justify this request for a staff position? If so, provide the SLO/PLO assessment data, reflection, and enhancement and/or CTE Advisory Board input to support this need. If not, provide other data to support this need. | Permanent lab aide needed to aide instructor during lab sessions which add value to instruction who will demonstrate laboratory skill set.  1 full-time faculty is needed for program growth, formerly the administration of the program was one by 1 full-time faculty which is now a part-time program director and 2 part-time former program directors aiding the current program director. Additional help is needed. |
| V.E | Equipment Requests | List all equipment resource needs on the Excel spreadsheet. Be sure to include to justification and costs in appropriate columns. | See spreadsheet |
| V.F | Facility Request | List all facility needs on the spreadsheet. Be sure to include to justification and costs in appropriate columns. | See spreadsheet |
| V.G | Other Needed Resources | List any other resource needs on the spreadsheet. Be sure to include to justification and costs in appropriate columns. | See spreadsheet |
| V.H.1 | Staff Development Needs | Based on what you have written above, what professional development support/resources do you need to achieve your goals? | Lab educator conference for continuous improvement. CLEC is once a year which helps instructors’ network and learn new skills focused solely on clinical scientists. This is a valuable conference and the only conference that meets the program and faculty development needs. CLEC provides ideas on student behavior, recognizing burnout, cheating or new technology, books, editions, LMS, teaching modules, practices, or teaching trends. It is important that faculty stay current with the health technology field that is constantly changing. Staff also have a chance to speak with publishers and company representatives to review new books and equipment for the program and student use. |
| V.H.2 | Staff Development Needs Justification | Please provide reasons for your professional development needs. If you have assessment data available to justify this request for professional development, please provide the SLO/PLO assessment data, reflection, enhancement, and/or CTE Advisory Board input, etc. to support this need. If not, provide other data to support this need. | CLEC is yearly and is specific for lab educators and is where lab educators convene to share teaching skills, information, board exam updates, and compliance management. The meeting includes every lab topic and skills that can be transferred to the classroom but is generally out of state and now offered online. The online content is limited and not all lectures are available online. |
| VI. | Closing the Loop | Over the last five years, how did you assess the results of the requested resources, and what were those results? How do you plan to reassess the outcomes after receiving each of the additional resources requested this year | Outcomes will be assessed based on student retention and success rates for targeted and non-targeted population with skills lab data collected and compared using student feedback. Clinical site surveys or advisory committee will also help with assessment of student preparedness for training. Student feedback was the drive for program requests for online subscriptions to lab based interactive teaching modules and online courses with student success only a 2% difference from the previous year. The topic of pre-analytical processes for training and employment were brought up during the advisory committee which resulted in the program requesting lab software and supplies for training that has not been approved. The program request for updated lab equipment and contracts to replace/fix broken equipment are based on advisory program and clinical site feedback on keeping technology current, with the positive site feedback with student training. |
|  | Submitted by: | APRU writer’s name | Shinny Duong |
|  | Last Updated: | Give date of latest update | 05/20/2022 |