

PROGRAM INFORMATION	Program	Medical Laboratory Technology
	Submitted by:	Lynne Smith
	Year	2024-2025
	Date of Review	2025-01-10
	Form Key	d6ae2288-2872-4e65-9af6-ca26363b4581
PROGRAM OUTCOMES	Explain how program outcomes were reviewed this year (i.e., input from advisory board, instructors, students, etc.) and changes made, if any:	Program outcomes were reviewed by the advisory board members, instructors, and student evaluations. We did make changes to the clinical evaluations and this was the first year that we collected the data after the change. We feel the new grading criteria was helpful but we are still going to make a few changes for this next year. We are looking for more comments good or bad to be made especially if students are not meeting the category of 3 on a scale of 1-4. Improvements are hard to make with out more input from the clinical evaluators. This was discussed at the advisory board meeting and our members agreed that this would be helpful. We are also incorporating more focused review sessions to help students prepare for externship and their boards.
	Outcomes are up to date in WIDS and on the program's web page	Yes
SYLLABI	ADA Statement	Yes
	Competencies	Yes
	Course Description	Yes
	Course Title and Number	Yes
	Credit Hours	Yes
	Freedom of Expression Statement	Yes
	Grading Criteria	Yes
	Instructor	Yes
	Academic Integrity Policy	Yes
	Nondiscrimination Statement	Yes
	Office Hours/Contact Information	Yes
	Prerequisites	Yes
	Required Text(s)	Yes
	Syllabi Up to Date in WIDS	Yes
Explain which syllabi were reviewed this year; input received from advisory board, instructors, students, etc. regarding course objectives and textbooks used; and changes made, if any.	Intro to Lab Chem and Bloodbanking syllabi were reviewed at our advisory board meeting. The only comments that were made were the format of the syllabi which is how it is presented in WIDS with much more information than regular syllabi which are on the course website.	
PROGRAM COMPETENCIES	Explain how competencies were reviewed this year (i.e., input from advisory board, instructors, students, etc.) and changes made, if any:	We continue to up date competencies based on the Body of Knowledge, review books and industry. It is often hard to review competencies with advisory board members since many of the them are obsolete but are still required to be taught. We had a discussion about this especially when we would like our clinical supervisors to review some of the foundational information that students need for their boards. We are going to provide a list of questions to clinical sites to help with this process and continue open communication on our competencies.
	WIDS Up to Date	Yes
COURSE ASSESSMENTS	Capstone	Yes
	Class Participation	Yes

USED IN PROGRAM CHECKLIST	Clinical/internship observations	Yes
	Examinations	Yes
	Comprehensive Final Exams	Yes
	Journals	Yes
	Lab Demonstrations	Yes
	Oral Examinations/Presentations	Yes
	Other Projects	No
	Peer Evaluations	Yes
	Portfolio Projects	No
	Quizzes	Yes
	Self-Evaluations	Yes
	Simulations	Yes
	Videos of Student Mastery	No
	Written Essays	Yes
	Written Reports	Yes
ALIGNED AND APPROPRIATE ASSESSMENTS	Assessments used in the program are matched to the outcomes/competencies for the program.	Yes
	Explain changes in the assessments used in your program since your last review (include input received and rationale).	We gathered data from our online externship assessments to identify any areas of concern regarding student performance. The analysis revealed that the first-year spring classes in Hematology, UA Immunology, and Hemostasis exhibited significantly lower scores compared to Microbiology, Blood Banking, and Chemistry. To address this issue, we are instituting a weekly review focused on these subjects to enhance student success in these critical areas.
	Give examples of how assessments used in the program reflect higher-level thinking skills, such as applications, analysis, synthesis, and evaluation.	In conjunction with this review, we are introducing various approaches to analyzing case studies, aimed at guiding students in their initial steps and alleviating any feelings of being overwhelmed by the process. We will implement a reverse scaffolding method and will further develop this approach in alignment with the students' existing knowledge.
INDUSTRY CERTIFICATIONS	Explain any changes made or planned in the program based on assessment of industry certifications used in the program.	The introduction of the review classes focusing on the areas of concern were also noted in this last years certification test results which also reinforced the need for this change.
INTERNSHIPS/ CLINICALS	How do you evaluate program competencies or learning objectives during internship/externship experiences?	Clinical evaluations are conducted across all laboratory areas during students' externships. Clinical coordinators assess students on both their clinical competencies and interpersonal skills. This evaluation tool is instrumental in identifying areas for improvement within our courses, ultimately enhancing students' preparedness.

	As you reviewed results of internship/externship evaluations, what curriculum changes were made or are planned in your program?	The implementation of a weekly review class has been introduced to assist students in reinforcing and staying current with the fundamental principles required for board examinations. Additionally, we are providing a comprehensive list of questions from each department within the lab to our clinical sites. This was a request presented by our advisory board. This initiative aims to facilitate discussions with students regarding topics that may not be typically addressed during their externships, such as the calculation of the Mean Corpuscular Volume (MCV).
ENROLLMENT	Does the most recent year's data meet this benchmark? If not, explain a single-year anomaly or explain what strategies your program will implement to address a pattern (two or more years) of not reaching this benchmark.	This year, we fell short of our benchmark, achieving only 50%. The impact of COVID-19 appears to have led to a decline in student interest in healthcare careers. Discussions with other colleges reveal they are facing similar challenges. To address this, we are promoting the Build Dakota scholarship to inspire students to consider careers in the lab sector. Additionally, we are increasing our presence at Career Fairs and reaching out to prospective students with personalized communications.
RETENTION	Does the most recent year's data meet this benchmark? If not, explain a single-year anomaly or explain what strategies your program will implement to address a pattern (two or more years) of not reaching this benchmark.	Unfortunately, we did not achieve the benchmark this year, reaching only 67%. A significant number of students struggle to grasp the program's rigor and are unclear about the specifics of their future lab careers. We have addressed this issue with our advisory board and have advocated for increased job shadowing opportunities. Additionally, we offer a variety of study tools, tutoring, and review sessions with instructors to support student success.
GRADUATION	Does the most recent year's data meet this benchmark? If not, explain a single-year anomaly or explain what strategies your program will implement to address a pattern (two or more years) of not reaching this benchmark.	We had a 67% graduation rate. We did have a student that was missing a general education course. She did now complete the course so we probably have now met the benchmark.
PLACEMENT	Does the most recent year's data meet this benchmark? If not, explain a single-year anomaly or explain what strategies your program will implement to address a pattern (two or more years) of not reaching this benchmark.	We have 100% placement. There is such a high need for MLT's that most have jobs before they complete our program.
STUDENT SATISFACTION	If this benchmark is not met, what strategy or strategies will be implemented to address this measure?	We successfully achieved all the benchmarks outlined in the Noel Levitz survey. Additionally, we administer an annual student survey within our program, which yielded highly positive results as well.
ALUMNI SATISFACTION	If this benchmark is not met, what strategy or strategies will be implemented to address this measure?	Our alumni survey showed 100% satisfaction.

EMPLOYER SATISFACTION	If this benchmark is not met, what strategy or strategies will be implemented to address this measure?	We conduct an employer survey every year. We have met the benchmark on this survey. Employers are very satisfied with our students.
PROFESSIONAL DEVELOPMENT	What professional development activities have instructors in this program completed in the last year?	We have attended CLEC conferences, NAACLS conferences, Media lab and Med training modules are continually being completed. Shirlyce also completed a class called the 5 whys which incorporated ways to help students to succeed.
	How were these activities used to improve this program?	Shirlyce's class played a pivotal role in identifying the root causes by conducting surveys with students to explore challenges and strategies for overcoming them. Additionally, the modules and conferences contribute significantly to keeping us informed a
PROFESSIONAL ORGANIZATIONS	Do faculty members belong to professional organizations associated with this program?	Yes
	If no, explain why.	
	Are students made aware of the professional organizations for their career field?	Yes
ADVISORY BOARD RECOMMENDATIONS	What changes were or will be made to this program based on feedback provided at the past year's advisory board meeting(s)?	During our meeting with the advisory board, we addressed the proposal for incorporating a review class. We provided clinical supervisors with a list of questions designed to facilitate the review process. Additionally, we emphasized the significance of including comments in clinical evaluations to enhance the overall quality of the program.
	Implementation Date	2025-01-10
	Indicate the personnel responsible for implementing the change(s):	Lynne Smith and Shirlyce Weisser
PROGRAM IMPROVEMENT PLANS AND BUDGET	As you review this past year, what changes do you propose for the next school year that will affect the program's budget?	There will be no alterations to our budget as a result of the recent changes. We are simply reallocating the workload between Shirlyce and Lynne to accommodate the new adjustments.
	Cost	0