

Comprehensive Program Review

A. Department Information

Mission

Please enter your department's mission statement here.

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.

How does your program mission statement relate to the mission, vision and values of the college? (<https://www.deanza.edu/about-us/mission-and-values.html>)?

Our mission statement answers four basic questions:

1. What do you do? Defining the laboratory's role in supporting health in the region or market it serves.
2. How do you do it? Defining what you need to test for. Defining current and future endemic diseases, surveillance, and response. Determining if we have the capacity and overall staffing skills to support the testing.
3. Whom do you do it for? Our program targets the client base we serve and their needs and expectations, now and into the future.
4. What value are you bringing? States how our work contributes to strategic needs in the region or the area of health science we serve.

Program Goals

Enter 1-3 goals for your department to be achieved by spring 2027. Each annual reflection will ask your department to report on progress in meeting your goals. Each goal should be aligned to your department's mission and the college mission. All resource requests and personnel requests should be aligned with your program's mission and goals.

Goal title	Goal description	Responsible parties	Collaboration with	Guided Pathways engagement	What evidence will be used to monitor progress?	How will you assess achievement of the goal?
Increasing student enrollment and success	Efforts to include outreach to attract more students, retaining students once we get them, helping them to succeed and finding clinical sites that will train our students through externships	Faculty, Director, BHES counselor, Dean and support staff	DA student services including A&R, financial aid, counseling, De Anza Connect, Student Success Center, and continued collaboration with Hospitals and laboratories practicum and teaching facilities for our students.	The program is actively engaged with the Health and Life Sciences Village and the Health Panels to educate students about careers in MLT	Growing class enrollment, more clinical partnerships and externship opportunities	More certificates, higher success rates and decreasing the equity gap.

Changes Imposed by Internal/External Regulations or Factors

Are there factors unique to your program that may affect your enrollment, success rates or staffing that RAPP should be aware of? (e.g., curriculum changes, program reorganization, noncredit curriculum, loss of personnel, legislative mandates, etc.)

The only factors that affected our Medical Laboratory Technology Program was the Covid Pandemic when many hospitals and laboratories had to turn away students from continuing to do their practicum/externships until the vaccine and other protocols were in place. This has been corrected and many sites are actively pursuing placement of students..

B. Enrollment Trends

Enrollment Variables and Trends

Enrollment Trends Medical Lab Tech-DA						
	2018-19	2019-20	2020-21	2021-22	2022-23	5-yr %Inc
Unduplicated Headcount	103	85	57	55	64	-37.9%
Enrollment	392	299	213	210	245	-37.5%
Sections	32	25	29	29	29	-9.4%
WSCH	712	415	305	296	353	-50.4%
FTEF (end of term)	47	27	20	19	24	-48.9%
FTEF (end of term)	2.3	1.8	2.2	2.3	2.3	3.0%
Productivity (WSCH/FTEF)	312	231	138	130	150	-51.9%

In the data table above, what does the Enrollment trend indicate? For definitions of enrollment terms, please see the glossary (<https://www.deanza.edu/ir/documents/Glossary.pdf>).

- the data trend shows an increase in Enrollment
- the data trend shows a decrease in Enrollment
- the data trend shows no change and/or flat in Enrollment

Reflect on Enrollment Trends

Discuss the factors that would help the college understand your programs' enrollment trends. How may these trends align with your program mission and goals?

The Medical Laboratory Technology program which serves to place students in clinical laboratories testing patients blood, sputum stool and urine were closed to all students during the height of the pandemic as the scientific community was struggling to understand the pandemic, the causative agent, how it was transmitted and precautions to be put in place to protect clinical and laboratory workers. Our enrollment numbers beginning Winter quarter of the 2019 - 2020 academic year reflects that fall in enrollment. The conditions continued until vaccines and other infection prevention protocols were in place. Our enrollment is showing a steady rise due to the students returning to clinical sites as we continue to emerge from the Covid Pandemic. As the pandemic highlighted there is an urgent and acute need for qualified laboratory personnel and hospitals and laboratories are aggressively recruiting students to train in their facilities with the goal of eventually hiring our graduates.

CTE Programs - Statewide and Regional Labor Market Trends

CTE Programs Only

1. Review and summarize the Lightcast Analyst Occupational Outlook data for your CTE program (<https://foothilldeanza.sharepoint.com/:f:/s/dactedepartments/EiRTueQ8GrNLqItlQw2twpsBMFCs7X5djTVeo6Jss3W0Jg?e=1ybpmY>).
2. Cite current industry trends.
3. 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.

EDD has a very strong positive outlook for Medical Laboratory Technology technicians and technologists, an estimated 8,610 job openings due to growth, 25,200 total annual open jobs from 2018-2028 in California, which is higher than 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 Medical Laboratory Technology 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 to take on the task of more training of students and promote the Medical Laboratory Technology field to increase awareness.

The Emergency Use Authorization, EUA, for COVID testing has also boosted the Medical Laboratory Technology job outlook with the program receiving inquiries for recent graduates from many interested 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 Medical Laboratory Technology graduates and are now incorporating Medical Laboratory Technicians into the workforce.. Hospital labs are urgently reaching out to the program for potential candidates.

D. Course Success

saved report - pivot

Course Success

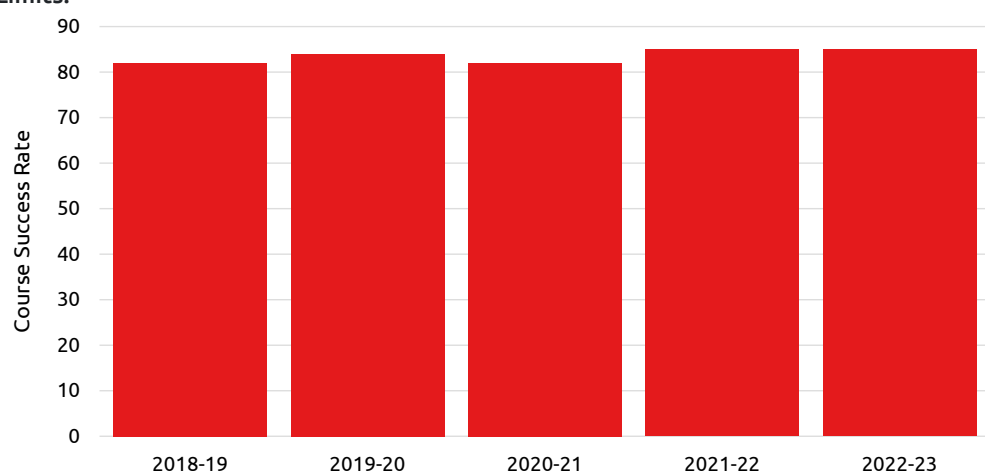
Who uses this report:

All users who want to further explore their enrollment or course success data.

What is this report:

This report is an extension of the Program Review Data Sheet. It has additional student characteristics and users can compare two groups of students at the same time.

Limits:



Limits:

Measures: Enrollments and Course Success Rate and Success Count

	2018-19			2019-20			2020-21			2021-22			2022-23		
	Enrollments	Course Success Rate	Success Count	Enrollments	Course Success Rate	Success Count	Enrollments	Course Success Rate	Success Count	Enrollments	Course Success Rate	Success Count	Enrollments	Course Success Rate	Success Count
Measures	392	82%	321	299	84%	250	213	82%	174	210	85%	178	245	85%	209

Data loaded 17-Aug-2023

In the data table above, what overall trends are you seeing in Course Success?

- the data trend shows an increase in Course Success
- the data trend shows a decrease in Course Success

Exploring Course Success Rate Trends

1. What could be factors that influence success rates in your department?
2. What strategies does your department have in place to increase or maintain current success rates?
3. Are there other trends that you see when exploring different courses in the same department (How to access success rates by course: https://www.deanza.edu/ir/documents/How_to_Access_Your_Program_Review_Data.pdf)
4. How do course success rate trends align with your program goals?

Students are eager and engaged now that the Covid pandemic restrictions to work have been lifted. They are enthused about returning to campus and starting, resuming and/or finishing the Medical Laboratory Technology Program. Our success rate after the pandemic have continued to rise as students also observe the relevance of the course material they are studying and its importance and application to real world problems.

Our Medical Laboratory Technology Program must continue to keep a good relationship with our hospitals and laboratories managers to accept our students. It is important that the students are able to apply and practice what they learn in our program out in the real hospital laboratory settings.

As a department we must continue to monitor other trends and indicators and how they can influence the success rate in our Medical Laboratory Technology Program.

Course Success with Disproportionate Impact (credit and non-credit)

Limits: 2022-23

Who uses this report:

All users who want to explore student equity and disproportionate impact in course success.

What is this report:

This report highlights student groups with a negative percentage point gap and student groups experiencing disproportionate impact. Data reflects credit sections. Student groups with "N/A" enrollment denotes suppressed data.

How to interpret the data:

A negative percentage point gap means a student group has a lower success rate than the comparison group consisting of all students not in the student group being examined. When a student group is experiencing disproportionate impact, this means that (1) there is a negative percentage point gap and (2) this gap is unlikely to be due to chance. Programs are encouraged to prioritize discussions and address the student groups experiencing disproportionate impact.

New features:

To display only student groups with disproportionate impact, click on the link "Click here to show only groups with disproportionate impact." To add a comparison unit that is one level higher (e.g., course level compared to department level), **be sure to select a college, division, department or course**, then click on the link "Click here to show and compare disproportionate impact with [X]".

Success rate

The number of students receiving an A, B, C or P grade divided by the total number of students receiving a grade. Rate is rounded.

Comparison success rate

The success of all students except for the group being examined (e.g., the comparison success rate for Latinx students is the success rate of all students who are not Latinx). Rate is rounded.

Additional successes needed to erase percentage point


This value provides a way for practitioners to think of gaps in terms of student successes, and illustrates the number of additional successes needed to avoid a percentage point gap.

Legend:

Yellow: Student groups experiencing a negative percentage point gap that is not statistically significant

Orange: Student groups experiencing disproportionate impact according to the Percentage Point Gap Minus One (PPG-1) method¹

Currently showing all groups. [Click here to show only groups with disproportionate impact.](#)

Student group	Enrollment at census	Student group success rate	Comparison success rate	Percentage point gap	Chart	Additional successes needed to erase percentage point gap
All Students	245	85%	85%	0		
Asian	92	90%	82%	+8		
Black	12	67%	86%	-20		3
Filipinx	67	88%	84%	+4		
Latinx	28	71%	87%	-16		5
Native American	0					
Pacific Islander	0					
Unknown ethnicity	0					
White	46	85%	85%	-1		1
Female	153	82%	91%	-10		15
Male	92	91%	82%	+10		
Non-Binary	0					
Unknown gender	0					
Foster youth	N/A					
Individuals with disabilities	N/A					
Low Income	126	83%	88%	-6		8
Not Low Income	119	88%	83%	+6		
Veterans	0					

¹The PPG-1 method follows the CCCCO method for calculating disproportionate impact. Disproportionate impact is when (1) a student group's PPG value is less than -2 (e.g., -3, -4, -5, etc.) and (2) the absolute PPG value is greater than the calculated margin of error. PPG is calculated by comparing a student group's success rate against the success rates of all students except for the group being examined (e.g., Latinx PPG is Latinx success minus the success of all students except for Latinx students).

In the data table above, what does the data indicate about the Success rate of various ethnic groups within your department compared to the comparison group for the most recent academic year? (i.e., as displayed in the Percentage point gap column)

The Percentage point gap between Asian students and all other students shows:

- there is no gap (e.g., 0)
- there is a negative gap of 5-percentage points or less (e.g., -5)
- there is a negative gap greater than 6 percentage points (e.g., -6)
- there is a positive percentage point gap (e.g., +2)

The Percentage point gap between Black students and all other students is:

- there is no gap
- there is a negative gap of 5-percentage points or less
- there is a negative gap greater than 6 percentage points
- there is a positive percentage point gap

The Percentage point gap between Filipinx students and all other students is:

- there is no gap
- there is a negative gap of 5-percentage points or less
- there is a negative gap greater than 6 percentage points
- there is a positive percentage point gap

The Percentage point gap between Latinx students and all other students is:

- there is no gap
- there is a negative gap of 5-percentage points or less
- there is a negative gap greater than 6 percentage points
- there is a positive percentage point gap

The Percentage point gap between White students and all other students is:

- there is no gap
- there is a negative gap of 5-percentage points or less
- there is a negative gap greater than 6 percentage points
- there is a positive percentage point gap

The Percentage point gap of one additional group of your choice:

- there is no gap
- there is a negative gap of 5-percentage points or less
- there is a negative gap greater than 6 percentage points
- there is a positive percentage point gap
- not applicable

Exploring Gaps in Successful Course Completion by Ethnicity

1. What differences do you see in successful course completion rates by ethnicity?
2. What are your thoughts on these differences?
3. Are there other trends that you see when drilling into the data that may be important for your department to explore (e.g., foster youth, individuals with disabilities, low income, veterans)?
4. Which additional student group did you choose to explore and why?
5. How do these trends align with your program's mission and goals?

1. Our Black, Latinx and to lesser extent White students are less successful in course completion than other groups. This has to be studied more and we need to identify the road blocks that are preventing these groups from succeeding at the same rate as their peers. Interestingly male students have a significantly higher success rate than our female students . It would be interesting to look at the intersectionality of these occurrences. Income levels also appears to play a role in student success we would want to drill down and see what resources we could provide students to overcome these obstacles.

Teaching and Learning Strategies

1. What teaching and learning strategies might be helpful in narrowing any gaps in successful course completion?
2. How do the listed teaching and learning strategies align with your program's mission and goals?

We believe that each student has their own challenges and part of being an instructor is to identify those weakness as well as the strengths students bring to the classroom. Faculty training through professional growth activities, workshops and other training will go a long way in addressing those challenges.

Continuous education and teaching conference especially those geared to clinical laboratory science teaching will keep our faculty focus on these challenging strategies. It is important that faculty provide students with the critical thinking skills they need and that will help them achieve their goals in their new laboratory careers..

Trends in Awards

saved report - pivot

Degrees and Certificates by Ethnicity

Who uses this report:

All users who need degree and certificate data.

What is this report:

This report provides the degree and certificate counts by college, division and department. Additionally, all users could explore degree and certificate awarded by ethnicity and gender.

Data loaded 24-Oct-2023

No data returned for the criteria selected

In the data table above, what are the trends in regard to the number of awards within your program?

Trends in Associate Degrees awarded show:

- an increase in the number of Associate Degrees awarded
- a decrease in the number of Associate Degrees awarded
- no change in the number of Associate Degrees awarded
- Not applicable

Trends in Associate Degrees for Transfer awarded show;

- an increase in the number of Associate Degrees for Transfer awarded
- a decrease in the number of Associate Degrees for Transfer awarded
- no change in the number of Associate Degrees for Transfer awarded
- Not applicable

Trends in Credit Certificates awarded show:

- an increase in the number of Credit Certificates awarded
- a decrease in the number of Credit Certificates awarded

- no change in the number of Credit Certificates awarded
- Not applicable

Trends in Non Credit Certificates awarded show:

- an increase in the number of Noncredit Certificates awarded
- a decrease in the number of Noncredit Certificates awarded
- no change in the number of Noncredit Certificates awarded
- Not applicable

Reflecting on Trends in Awards

1. What trends do you see across awards in your department?
2. How do the trends in awards align with your program's mission and goals?

Since our student are able to take an exam and then get employment, there is no incentive for them to get certificates and degrees . We are monitoring this trends and encouraging students to meet with our division counselor and making sure every student in and taking courses in our Medical Laboratory Technology Program is awarded an achievement certificate or diploma. This is a mindset we are striving to instill in our students. Our student's achievements and awards demonstrate that our faculty in our Medical Laboratory Technology Program are providing the best quality teaching services to our students.

Reflecting on Award Offerings

1. For each program leading to an award, identify any courses that have not been offered in the last two years. Briefly explain why the courses have not been offered. For courses that will not be offered, how does your program plan to update the program so that students can complete the requirements?
2. Based on a review of course offerings and the number of awards offered and conferred, is your department planning on removing any degrees or certificates from the college catalog? If so, please list those being removed and a short explanation as to why.
3. Does your department have any plans to offer new degrees or certificates? If so, please list and provide a short explanation as to why.

Our Medical Laboratory Technology Program covers all didactic and courses that comply with our accredited agency.

The only suggestion is to change our Medical Laboratory Technology Program Associate of Arts to Associate of Science, since all courses are related to science. Following up on changing our Medical Laboratory Technology Program AA to AS will greatly enhance our program for the next level of degree in the Bachelors of Science. Having a science degree will provide opportunities for students in their next advance studies in a university the proper science credentials.

Staffing Trends

Faculty Workload

Faculty Workload Medical Lab Tech-DA						
	2018-19	2019-20	2020-21	2021-22	2022-23	5-yr %Inc
Full Time Load	0.9	0.0	0.0	0.0	0.1	-84%
Full Time %	40.0%	0.0%	0.0%	0.0%	6.0%	-85%
Overload	0.3	0.0	0.0	0.0	0.0	-100%
Overload %	12.5%	0.0%	0.0%	0.0%	0.0%	-100%
Part Time Load	1.1	1.8	2.2	2.3	2.2	104%
Part Time %	47.5%	100.0%	100.0%	100.0%	94.0%	98%
Total FTEF	2.3	1.8	2.2	2.3	2.3	3%

What trends do you see in the last five years in regard to the Full Time %? (i.e., percentage of classes being taught by full time faculty, not including overload or summer)

- the data trend shows an increase in Full Time %
- the data trend shows a decrease in Full Time %
- the data trend shows no change in Full Time %

Staffing Needs

Provide a brief overview of your department's staffing needs. Personnel requests are to be submitted on a separate form.

1. What are full time faculty needs to ensure the program's health, growth or vitality?
2. What are classified staffing needs to ensure the program's health, growth or vitality?
3. What strategies does your program have in place to ensure students are being successful when faced with the current staffing ratios?
4. What strategies does your program have in place to retain new faculty, if applicable?

Full time faculty are at the forefront in providing the equipment, functioning teaching tools and growth to our Medical Laboratory Technology Program. A healthy **growth** will bring vitality to our faculty and students well being in their teaching and learning experience.

Growth of FT faculty will provide Continuous engagement with other faculties' needs for supplies and operational equipment. This is where extra time is needed to give our students the complete training and learning skills to move forward into their career development. This is key to our students' success and growth.

We need to keep our instructors well trained and supplied with the latest hospital instrumentation so they can do their part to teach our students to work in today's clinical laboratories.

Assessment Cycle

Student Learning Outcomes Assessment Cycle

Navigate to <https://www.deanza.edu/slo/#post> which will take you to an accordion listing of SLO assessments under "Student Learning Outcomes and Assessments Summaries by Division"

1. Summarize the dialogue that has resulted from SLO and/ or PLO assessments.
2. What specific strategies has your department implemented, or plan to implement, based on the results of the SLO/PLO assessments conducted?
3. How do these strategies align with the program's mission and goals.

Having SLO and/ or PLO assessments provide us with data that will educate us with the knowledge for improvement regarding where are we doing well and where there is room for improvement. In addition, monitoring all feedback for ways to improve our teaching skills and up-to-date equipment training that meets the challenges in today's healthcare field. It enables us to monitor increasing and decreasing trends in success, retention, attrition and the equity gaps in our courses. We are to follow up immediately on any deficiencies as well as concerns from our students. These indicators are essential to keep our status quo up to par and meet the demand of our students and accredited agency as a teaching institution.

Dean/Manager Comments

The Medical Laboratory Technology program has undergone much upheaval in the past 5 years. As a single FT faculty department, the loss of the one full time faculty, the delay in rehiring, the pandemic and its restrictions on student externship opportunities has had a tremendous impact. But it is its resilience in spite of it all and the reputation of the caliber of graduates De Anza produces that has the clinical laboratories reaching out to us to train Medical Laboratory Technology students on the job in the form of more externship opportunities. Our new Medical Laboratory Technology director is learning the ropes and is aggressively pursuing clinical sites for training. The program's goal is to provide students with a robust training experience on the latest state of the art equipment so that they can be successful in the clinical setting.

I am looking forward to supporting the Director and the program in the years to come.

STOP. Do not submit form. Please inform your dean/manager when the form is complete. They will submit the form when they have added their comments above.

This form is completed and ready for acceptance.