Note: revisions have been highlighted. The first column below matches the list of requested information as indicated on TracDat. The second column is where you can input your data at this time. The third column represents the information you would see if you pressed the help button (a question mark). You will be able to copy and paste or type in your information from the center column directly into the APRU on TracDat. Save this word doc in the following format: s12apru_deptname. Last steps, remember, you will be uploading this copy in to the Trac Dat, Documents file.   ALWAYS keep a soft copy of your work in your files to ensure that your work is not lost. Please refer to your workshop handout or contact: leewheatcoleen@deanza.edu if you have questions.

Information Requested	Input your answers in columns provided. Use word wrap. Note: reference documents can also be attached. Make sure to note the name of any reference documents in your explanations.	? Trac Dat Help button will reveal (sorry no hyperlinks)
I.A Department Name:	Health Technology/Medical Laboratory Technology	
Program Mission Statement:	The mission of the De Anza College Medical Laboratory Technician Program is to provide students with the technical skills and knowledge needed to perform routine clinical laboratory testing in all major areas of the laboratory. In addition, we hope to give students the desire for lifelong learning and to be a vital part of the community.	You may create a new one or copy from your 2008-09 comprehensive program review.
What is the primary mission of your program?	CTE	Basic Skills, Transfer. Career/Technical, Learning Resources/Academic Services, personal enrichment, N/A
Choose a secondary mission of your program.	Transfer	Basic Skills, Transfer. Career/Technical, Learning Resources/Academic Services, personal enrichment, N/A
Number of Certificates of Achievement Awarded		If applicable, enter the number of certificates of achievement awarded during the current academic year. Please refer to: http://research.fhda.edu/factbook/deanzadegrees/dadivisions.html leave blank if not applicable to your program
Number Certif of Achievement-Advanced awarded:	0	If applicable, enter the number of certificates of achievement awarded during the current academic year. Please refer to http://research.fhda.edu/factbook/deanzadegrees/dadivisions.html leave blank if not applicable to your program

Number AA and/or AS Degrees awarded:	0	If applicable, enter the number of certificates of achievement awarded during the current academic year. Please refer to http://research.fhda.edu/factbook/deanzadegrees/dadivisions.html leave blank if not applicable to your program
Academic Services and LR: # Faculty Served		Only for programs that serves staff or students in a capacity other than traditional instruction, e.g. tutorial support, service learning,etc. 0 = no change; (X)= decreased; X = increased; blank= not applicable to your program
Academic Services and LR: # Student Served		Only for programs that serves staff or students in a capacity other than traditional instruction, e.g. tutorial support, service learning,etc. 0 = no change; (X)= decreased; X = increased; blank= not applicable to your program
Academic Services and LR: # Staff Served		Only for programs that serves staff or students in a capacity other than traditional instruction, e.g. tutorial support ,service learning,etc. 0 = no change; (X)= decreased; X = increased; blank= not applicable to your program
# Faculty Employees	0	For ALL programs (Total FTEF that has changed this year, if the computer does not accept a decimal then please round up or down to the nearest whole number). At this time only a numerical response will be accepted. (program reviews 2008s-10 available at: http://www.deanza.edu/gov/IPBT/program_review_files.html) 0 = no change; (X)= decreased; X = increased; blank= not applicable to your program
# Student Employees		For ALL programs. Total number that has changed this year. At this time only a numerical response will be accepted. 0 = no change; (X)= decreased; X = increased; blank= not applicable to your program
# Part-time Faculty Employees	0	For ALL programs (Total PTFTEF that has changed this year, if the computer will not accept a decimal then please round up or down to the nearest whole number). At this time only a numerical response will be accepted. (0 = no change; (X)= decreased; X = increased; blank= not applicable to your program
# Staff Employees		For ALL programs. At this time only a numerical response will be accepted. ONLY report the number of staff that directly serve your program only, Deans will make a report regarding staff who serve multiple programs. 0 = no change; (X)= decreased; X = increased; blank= not

		applicable to your program
II.A-Growth and Decline of targeted student populations	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 currently at11% with a success rate of 67% and retention rate = 82%. It is down 1%, which is representative of what we are seeing in college numbers as well	Briefly, address student success data relative to your program Growth or decline in targeted populations (Latina/o, African Ancestry, Pacific Islander, Filipino) refer to the sites: www.research.fhda.edu/programreview/DAProgram Review/DeAnza_PR_Div_pdf/DeAnzaProgram ReviewDiv/htm (prior to 2010 PR sheets) <mark>and www.deanza.edu/ir</mark> (2010-11 PR sheets here)
Trends in equity gap:	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 10-11 = 82%: student success for this underrepresented group of students = 67%. Student retention for not targeted students averages 92% with a success rate = 87%. Despite targeted student success increasing steadily for the past 3 years and exceeding non-targeted student success, 10-11 our program experienced a decline in enrollment, retention and success of targeted student populations. This can be contributed to the lack of support available for this targeted group of students. In addition, funding cuts have adversely affected the extra time, supplies and support available to the targeted group of students through the MLT program.	Refer to http://www.deanza.edu/president/EducationalMasterPlan2010-2015Final.pdf, p.16. <mark>Briefly address why this has occurred.</mark>
Closing the student equity gap:	The MLT program faculty are committed to student success of all enrolled students. Our past history has shown that we have been successful in closing the equity gap for student success between targeted and non-targeted student populations through outreach, extra laboratory practice and review sessions, student recruitment and through MLT Information meetings. Program growth in combination of funding cuts have adversely affected the MLT Program Coordinator's ability to accomplish these tasks in 10-11. Outreach, student laboratory experiences, MLT	What progress or achievement has the program made relative to the plans stated in your program's 2008 -09 Comprehensive Program Review, Section III.B, towards decreasing the student equity gap? <mark>See **IPBT** website for past program review documentation.</mark> If a rationale for your strategies was not stated in the 2008-2009 CPRU, then briefly explain now.

	Information meetings, tutors, extra laboratory practice sessions, extra review sessions have all been downsized (**not eliminated**). We are continuing to use a variety of teaching methods in our approach of improving retention and growth of all students including underrepresented student populations, including powerpoint presentations, study questions, the use of Catalyst in the majority of our courses. 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 are responding to the best of our ability with resources available.	
Overall growth/decline in # students:	MLT program experienced 15% growth in 2010-2011. There were 400 students taking courses offered through the MLT program as compared to 340 in 09-10. The enrollment growth was seen in the Asian population, a non-targeted student population group. There are many students in the pipeline in preparation for enrollment in this program. The ML T profession is gaining in popularity and De Anza's MLT program is the model for California. Employers are beginning to hire De Anza College MLT graduates. Using labor market statistics, we expect the demand for our MLT graduates to continue and increase.	Briefly address the overall enrollment growth or decline of a comparison between all student populations and their success.
Changes imposed by internal/external regulations	None at this time	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, program reorganization, staffing etc.)
Progress in "Main Areas of Improvement"	De Anza College's MLT program's main areas for improvement included: program growth, eliminating impacted student	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

	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 2 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 coordinator is responsible for maintaining the program's national accreditation and state approval, all administrative duties, marketing and student recruitment, maintaining laboratory instrumentation, laboratory preparations, and instruction. The demands on the MLT Program 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 limited funding from De Anza.	implementation of effective solutions.
CTE Programs: Impact of External Trends:	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 2008-2018. Labor projections state 33 MLT job openings annually in Santa Clara-San Benito Counties. The statewide projected growth for	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 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.

	2008-2018 is 20%.	
CTE Programs: Advisory Board Input:	De Anza College's MLT program relies on feedback from the Advisory Committee to ensure that our training program meets the needs of the community employers. The Advisory Committee recognized the severe shortage of clinical laboratory professionals in the Bay Area and throughout the state. They praised De Anza College's MLT program for its innovation, and curriculum which is adequately preparing students to pass the national certification examination for entry level positions in the clinical laboratory. 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. The Advisory group recommended that updated technology and instrumentation replacement be done in order to provide students with the skills they need for entry level job placement. They expressed a real concern regarding the classroom chairs which are not ergonomically correct for performing laboratory testing.	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.
IV. A Budget Trends	De Anza College's MLT program receives funding from several sources. The MLT Program Coordinator and part-time faculty are paid for by De Anza College. Our program received a B budget of $1000 in 09-10. The MLT program's supply/operating budget excluding faculty salaries is $50,000. The program supports itself through a grant from Northern California Hospital Council, a grant from Healthcare Laboratory Workforce Initiative and funding from Perkins. Without these outside funding sources, the program cannot be maintained.	Assess the impact of external or internal funding trends 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.==
Enrollment Trends	The MLT program is a CTE program that requires students to gain clinical laboratory skills through practice in student labs. This requires supplies and instrumentation adequate for student use. Internal and external funding is necessary to provide adequate supplies for the MLT students.	Assess the impact of external or internal funding changes upon the program's enrollment and/or its ability to serve its students. ==If you don't work with Enrollment Trends, please ask your Division Dean to give you the information.==
V. A -Faculty Position Needed	Growth	A drop down menu will allow you to choose: Replace due to Vacancy, Growth, No Faculty Needed

Staff Position Needed	Growth	A drop down menu will allow you to choose: Replace due to Vacancy, Growth, No Faculty Needed <mark>Only make request for staff if relevant to your department only.</mark> Division staff request should be in the Dean's summary.
Justification for Faculty/Staff Positions:	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. The classes offered in the MLT program are currently impacted. The MLT Program Coordinator is the only full-time faculty member and is not able to maintain the program at its present state, (see decline in targeted student retention and success and decline in support offered by the program). Labor projections include a 14% demand for MLT's in Santa Clara County, which suggests an increased demand for the program. Administrative/technical staff is needed to relieve the MLT Program Coordinator from some clerical duties (supply ordering, returning student inquiry calls and emails, laboratory preparation, instrumentation maintenance/repair, etc.) so that the Program Coordinator can provide students the services they require (extra lab practice time, extra help sessions, tutoring, etc) that is required in order to lower the equity gap between the targeted and nontargeted student populations.	Provide information such as: institutional, SLO, PLO data that supports the need for this replacement, what would be impact of not replacing this position, services lost if not replaced, <mark>include all</mark> assessment data that supports a need for growth, etc.
Equipment Request	Included in Measure C More than $1000	A drop down menu will allow you to choose: Under $1,000 or Over $1,000 or no equipment requested. <mark>At this time, the majority of your equipment requests have been submitted through Measure C processes. But, if you have items that cannot be covered through Measure C, please input your requests here.</mark>
Equipment Title and Description, Quantity	Ergonomically correct chairs for MLT students. Current chairs are not adjustable for microscopic or laboratory work. (replacement) – recommended by Advisory group Laboratory Information System to provide students with the updated skills needed for this profession. (new) – recommended by Advisory group	Description should identify if the item(s) are new or replacement(s), furniture/fixtures, instructional equipment, technology related, expected life of item, recommended warrantees etc. Did this request emanate from a SLOAC or PLOAC process? <mark>Does this item require new or renovated infrastructure (eg wireless access, hardwire access, electric, water or heat sources . . .)</mark>

	Replacement analyzers for 2 discontinued models. – recommended by Advisory group No new or renovated infrastructure is required for any of these items.	
Equipment Justification	The requested items will be used by students enrolled in the MLT program. Life expectancy is 10 years. The requested resources will provide students with the technical skills they need for entry level job placement.	Who will use this equipment? What would the impact be on the program with or without the equipment? What is the life expectancy of the current equipment? How does the request promote the college mission or strategic goals? Etc.
Facility Request		Name type of facility or infrastructure items needed. Renovation vs new. Identify associated structures needed to support the facility e.g. furniture, heat lamps, lighting, unique items above and beyond what is normally included in a similar facility
Facility Justification		Who will use this facility? What would the impact be on the program with or without the facility? What is the life expectancy of the current facility? How does the request promote the college mission or strategic goals? Etc.
B Budget Augmentation	$50,000: De Anza College's MLT Program was initiated by the efforts of Laboratory Mangers in the Bay Area in order to meet the needs of the clinical laboratory community. The major funding for the MLT program since its inception 2003 has been through an initial grant from Hospital Council. That grant funding was renewed in 2008. Without continued support from either the Hospital Council or De Anza College, the program cannot survive.	How much? Who/what could be supported if this additional funding was awarded? What would the impact be on the program with or without the funds? How does the request promote the college mission or strategic goals? If you do not deal with the B budget directly, you can use the comment: "please refer to the Dean's summary".
Staff Development Needs	The MLT Program is operating at capacity. The Program Coordinator can no longer continue to dedicate the hours needed to sustain the program. We have already seen a decline in success and retention of targeted populations because there are not enough resources for these students. Our program has been able to maintain 100% passrate on the national certification examination, but that achievement is also in jeopardy due to increased demand on the Program Coordinator. Student clinical visits have already been reduced to once/2 weeks instead of once per week due to the demands on her time.	What assessment led to this request? What would the impact be on the program with or without the funds? How does the request promote the college mission or strategic goals?
SLOAC and PLOAC summary	The students who complete the program are passing the national certification examination achieving scores that are higher than the national average and finding employment.	What did you learn from your SLOAC and PLOAC activities this year?

Future plans	Continue to monitor national certification examination results as well as job placement.	How do you plan to reassess the outcomes of receiving each of the additional resources requested above?
Submitted by:	Debbie Wagner wagnerdebbie@deanza.edu Ext: 8790	APRU writer's name, email address, phone ext.