

**Substantive Change Proposal**

**Institutionalization of the Medical  
Laboratory Technician Training Program**

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**College of the Canyons  
26455 Rockwell Canyon Rd.  
Santa Clarita, CA 91355**

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## **A. Description of and Justification for the Proposed Change:**

College of the Canyons designed courses through a grant offered under the American Recovery & Reinvestment Act of 2009 (ARRA) to address the expanding need for training in the medical laboratory sciences. During the annual cycle of the College's program review and planning processes, these grant-funded courses were evaluated in fall 2013, consistent with Board Policy 4021 and Administrative Procedure 4021 (Appendix A), addressing program viability and institutionalization of pilot projects. As a result of proven successful student completion of the course sequence, Medical Laboratory Technician (MLT) training now qualifies as a College program.

## **B. Evidence that the new program is within the scope of the institutional mission:**

Medical Laboratory Technician training is considered an allied health career technical education program leading to eligibility for state licensure and employment opportunities. MLT was submitted to the California Community College Chancellor's Office and received approval in 2011. The program also was approved through the California Department of Public Health Services Laboratory Field Services in April 2011.

## **C. Description of the analysis undertaken to determine need for the new program:**

The Mission Statement for College of the Canyons (COC) states that the College provides relevant academic education at the lower division level, workforce training for businesses, and lifelong learning programs for all who seek those opportunities. College of the Canyons will help students with diverse interests and needs meet their educational goals and develop learning strategies required of productive citizens in an ever-changing world.

Part of the College's vision is to foster a broad range of community partnerships. When Specialty Laboratories (later to become part of the Quest Laboratory system) opened a large clinical laboratory in the Santa Clarita Valley in 2005, the College later approached them to determine their workforce needs. The company indicated a need for skilled lab personnel, with a specific interest in trained Medical Laboratory Technicians. The local community hospital, Henry Mayo Newhall Memorial Hospital, also stated an interest in having the College develop a program to address the growing shortage of trained lab personnel. Although these facilities were unable to support the MLT program financially, they committed to participation in an advisory board, provision of clinical sites, and personnel to act as student preceptors. MLT licensure was not yet approved by California in 2006, as the last state to establish an MLT license and licensure process. However, COC anticipated the approval of a California state license and began fund raising. Initial funding for classes was obtained from the federal government and from the state Chancellor's office in spring 2009. MLT courses received additional funding in fall 2009 from Phase II of the Governor's Allied Health Initiative grant. This grant was particularly important in supporting the program start up especially with the huge budget cuts the community colleges

were experiencing at that time. COC recognized that the economy would eventually turn around and that these courses were necessary for assisting people get jobs and to address an expanding workforce shortage.

All of the clinical laboratories in the region (Santa Clarita Valley and Northeast San Fernando Valley) were contacted and all expressed interest in developing an MLT program. The first advisory meeting was organized and held on January 27, 2009. At that same time, MLT was approved for licensure, as a profession, and the Department of Health Services (DHS) approved development of programs. Initial work on MLT curriculum was started using funding from the Regional Health Occupations Resource Centers (RHORC). Curriculum development was completed by a Clinical Laboratory Scientist (CLS) and adjunct faculty member who taught in the phlebotomy program. The College's Curriculum Committee approved adapting courses created by De Anza College that had already been approved by the State Chancellor's Office to speed the development and implementation process at College of the Canyons.

The Dean of Allied Health and Public Safety participated in several conference calls for development of MLT programs around California. These calls were sponsored by the Health Workforce Initiative formerly known as the RHORCs. These conference calls included experts from the State's Department of Health Services (DHS), Laboratory Field Services (LFS), MLT program directors, and representatives from the industry. The College's MLT curriculum addresses all of the requirements of the DHS/LFS, industry input, and follows guidelines established by the State of California.

Licensed MLTs can perform 90% of the scope of practice of the Clinical Laboratory Scientist (CLS), and laboratories can utilize four MLTs for the expense of one CLS, offering a cost effective solution to the critical shortage of the CLS. The MLT program therefore has a positive impact on the health industry workforce and graduates will be able to be employed without need of a more advanced degree. Some regional laboratories are still assessing the role of the MLT in light of a significant population of incumbent non-credentialed laboratory assistants, but with a requirement for state licensure, all incumbent workers will now need to be formally trained and credentialed. The incumbent worker population therefore represents an additional student population for California MLT programs.

The College has utilized seven laboratory training sites to address all necessary clinical experiences required for students to complete the MLT program. The College also has partnerships with all local hospitals due to prior participation with the College's nursing program. This history of close coordination and partnership provides a foundation to build additional MLT program clinical rotations over time. The only potential competition for COC's traditional weekday training program is a Los Angeles college that operates a weekend and evening MLT program, resulting in no current competition for clinical training sites.

The College also believes that the existing MLT program may benefit from innovative methods of delivering educational experiences. Nursing courses are currently delivered online and by utilizing video teleconferencing, so the College already has resources and the experience to enhance delivery of MLT curriculum and potentially reach more students, if necessary, in the future.

An environmental scan of the Medical Laboratory Technician position was conducted by the Greater Silicon Valley Region in May 2009, centered at West Valley College, in Saratoga, California, as part of an initiative of Economic and Workforce Development through the California Community Colleges. Although the focus was the Bay Region, it studied the need throughout California. The College’s labor market information and analysis, shown below, was taken from this study.

Indications are that the state is experiencing a clinical laboratory workforce shortage nearing crisis proportions. This is due to an aging workforce of Clinical laboratory Scientists (CLS), increased use of lab testing, fewer qualified applicants for lab positions, decreased enrollments in programs for CLS, and a limited capacity at colleges and universities for these programs. The result is a severe shortage of diagnostic laboratory technicians and technologists.

*“In December 2007, the MLT became a licensed occupation in California. The first license was issued in March, 2008. While there are currently only 72 licensed MLTs in the state, MLT has been a recognized occupation in all other states within the U.S. for many years, including the military (Medical Laboratory Technician Environmental Scan May 2009).”*

As previously noted, with a decrease in available CLSs and a new licensure requirement for medical laboratory technicians, MLT programs will address a workforce while providing a cost effective staffing solution for clinical laboratories. Increased automation of clinical testing procedures generates additional opportunities for MLTs, as their scope of practice allows them to perform these types of high technology processes in the workplace.

According to the Employment Development Department (EDD), Labor Market Information Division (July 2009), the combination of CLS and MLT positions for Los Angeles County from 2006 thru 2016 were projected as follows:

Estimated Current Employment	4,360
Projected Employment	4,970
Additional Openings due to net replacements	660

#### Employer Survey:

An employer survey was developed for the MLT program in 2009. The survey was sent to members of MLT advisory committee, which included five institutions in July of that year. The survey was later sent out to one additional institution. A total of six surveys were sent by email and mail, and all were followed up by phone call. Five responses were received and analyzed (Appendix B). In addition, samples of the curriculum were sent to participating institutions upon request. Results of the survey indicated that during 2010-2011 regional laboratories anticipated eight openings for MLTs, but over a five year period from 2011-2015, there were approximately 41 positions projected. Of the two institutions responding to the question whether the program would qualify the students for specific laboratory technician positions, both responded “yes” and both institutions also said they would give MLT graduates priority in their recruitment and hiring processes.



### Explanation of Employer Relationship:

The College has had prior partnerships with almost all of the institutions involved with the MLT program, most closely with Henry Mayo Newhall Memorial Hospital which provided a classroom and funded a full-time nursing faculty for the nursing program since 2002. Henry Mayo has created an active partnership with the MLT program, as well, by having their clinical laboratory director provide guidance and feedback during the development of the program curriculum and learning outcomes. This partner also donated diagnostic analytical chemistry equipment to the college to assist development of an on-campus MLT laboratory.

### **D. Evidence of official approval by the governing board:**

The Medical Laboratory Technician program was approved by the Santa Clarita Community College Board of Trustees on December 2, 2009 (Appendix C).

### **E. Evidence of sufficient fiscal and physical resources to support and sustain the new program and an analysis of fiscal impact on the institution's budget as well as plans for sustainability:**

As noted earlier, the MLT program received federal and state dollars to develop and implement the curriculum. Currently the program is sustained through ongoing funding from the College's general fund (Appendix D) and instructional supply dollars. In spring 2013 the college also established district funds to provide classified instructional lab support for the program. The Allied Health & Public Safety Division Office supports clerical support accepting and processing student applications to the program and tracking student outcomes in the program. The program has one lecture classroom and one dedicated laboratory classroom equipped with microscopes, culture incubators, refrigerators, and analytical equipment to perform various diagnostic tests. The Dean, Allied Health and Public Safety along with the Grants Development Office continue to look for outside sources of funding in order to expand the program. During fall 2014, a grant was received from the Henry Mayo Newhall Memorial Hospital Foundation for an additional \$100,000 to further enhance the classroom and equipment needs of the MLT program.

### **F. Evidence that the program is designed to meet student needs:**

Feedback from the Advisory Board, students and graduates on program structure and internships has been incorporated into the program design and which has now evolved to a learning community / cohort model. The process for taking the licensing exam and having the license issued is longer and more cumbersome than other health professions programs so the program has experienced delays in graduates accomplishing these steps. The fall 2014 program structure reflects that of a learning community with students taking 12 units together who will progress to another 12 units in the Spring together before moving into their internships with all theoretical and basic laboratory skills and content front loaded, similar to existing CLS programs.

Program outcomes include:

Fall 2012

- 8 graduates
- 7 passed the state's licensure exam (all have been issued licenses)
- 4 graduates are employed (This number may be higher as not all students responded)
- Student clinical internships are resulting in networking and the establishment of relationships in lab settings and the trend is that students are being offered positions at the sites at which they completed their clinical hours.

Spring 2013

- 4 graduates
- 0 have taken the exam (1 is scheduled to test in December 2013)

Summer 2013

- 8 graduates
- 2 have passed the state's licensure exam

Students are frequently being offered lab assistant positions while in the program or immediately after completing.

## **G. Description of how outcomes of the needs will be assessed:**

Input from clinical sites and student feedback will be incorporated into ongoing change and program improvement. Student and clinical laboratory feedback resulted in the program change to a learning community / cohort format. A clear and emerging requirement is to achieve national accreditation. Potential new clinical affiliates have identified this as an expectation they have prior to affiliating with our program and allowing students to complete their clinical requirements at new sites. The program has also learned as our graduates achieve state licensure that not having national accreditation is a larger issue, since there are some states that will not recognize graduates with California licenses from programs without national accreditation. This limits the mobility of graduates who may want to move out of state. The program will actively pursue national accreditation and currently has an application on file with the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS).

Strategies are in place to track licensure as well as employment and currently employer satisfaction is being gathered in advisory meetings. There is need to develop written graduate satisfaction and employer satisfaction tools so quantitative data can be gathered in addition to the qualitative data that has been offered in advisory meetings.

## **H. Description of how the program will be reviewed compared with other programs, including the achievement, assessment, and improvement of student learning outcomes (SLOs) and achievement:**

The MLT program, as with all instructional programs at the College, participates in the Program Review process (Appendix E). The Program Review process is a three-year process requiring annual updates. Currently, student learning outcomes and student achievement are documented in the annual program review report as well as results SLO assessments.

## **I. Description of how expertise in this new field is to be acquired in order for a quality curriculum to be developed:**

The program must be approved by the California Community College Chancellor's Office as well as the California Department of Health Science (DHS). In addition to meeting the California Community College Minimum Qualifications to teach in the discipline, DHS has specific requirements for faculty.

The faculty qualifications are based upon the Disciplines List, the requirements of faculty by the state approval body for MLTs (California Department of Public Health Laboratory Field Services) and for the program director the qualifications as prescribed by the national accrediting body, the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS).

### **MINIMUM QUALIFICATIONS FACULTY PROGRAM DIRECTOR** (from the October 2013 NACCLES Standards) :

#### **A. Program Director**

##### **1. Qualifications**

The program director must be a medical laboratory professional who:

- a. Has an earned master's or doctoral degree;
- b. Holds ASCP-BOC U.S. generalist certification as a Medical Laboratory Scientist/Medical Technologist. Program Directors who have been approved as a program director of a NAACLS accredited MLT program prior to October 1, 2013 remain eligible as a program director;
- c. Has three years of teaching experience;
- d. Has knowledge of education methods and administration as well as current NAACLS accreditation procedures and certification procedures.

##### **2. Responsibilities**

The program director must:

- a. Be responsible for the organization, administration, instruction, evaluation, continuous quality improvement, curriculum planning and development, directing other program faculty/staff, and general effectiveness of the program;
- b. Provide evidence that s/he participates in the budget preparation process;
- c. Engage in 36 hours of documented continuing professional education over each three years;
- d. Be responsible for maintaining NAACLS accreditation of the program;
- e. Have regular and consistent contact with students, faculty, and program personnel.

MINIMUM QUALIFICATIONS for additional program faculty will be those for Health Care Ancillaries including any bachelor's degree and two years of professional experience, or any associate degree and six years of professional experience. Additionally MLT faculty members must have current licensure as a Clinical Laboratory Scientist or Medical Laboratory Technician.

#### **J. Evidence of sufficient and qualified staff for the program; description of processes for hiring and evaluating staff:**

The hiring, staffing and evaluation process for the Medical Lab Technician program is no different than for any of the other programs at the college. The employment process is outlined on the College's Human Resources website; evaluation and tenure procedures are in the faculty collective bargaining contract as well as posted on the Academic Senate website.

#### **K. Description of the process for creating and revising curriculum for the program:**

The process for creating and revising curriculum for the Medical Laboratory Technician program, as with all curriculum at the College, is outlined in the Curriculum Handbook. In the case of career technical education programs, curriculum is also reviewed by the appropriate advisory board before local approval (Appendix F). The curriculum (Appendix G) must align with the requirements of the California Department of Public Health and for national accreditation meet the standards as outlined by NAACLES.

#### **L. Description of program course requirements:**

The Medical Laboratory Technology Associate Degree program prepares students for the MLT licensure exam and employment in clinical laboratories, industry and biotechnology. The MLT Program curriculum (Appendix H), an integration of classroom lectures, student laboratories and clinical training, fosters development of analytical and problem solving skills required in this profession. PREREQUISITES – completed with minimum 2.50 GPA include: 1. Anatomy (4 semester or 6 quarter units); 2. Physiology (4 semester or 6 quarter units); 3. Microbiology (4 semester or 6 quarter units); 4. Preparatory General Chemistry (4 semester or 6 quarter units); 5. Phlebotomy certification; and 6. English 101 (3 semester units). Completing program prerequisites does not assure admission into the program.

Upon acceptance into the MLT Program, students obtain the college application (if not already enrolled), complete it, attach copies of official transcripts from each college attended, and submit to the college's Admissions and Records office. There are Special Requirements of all Medical Lab Technician (MLT) students based on standards for individuals participating in hospital and healthcare settings. Once admitted to the MLT Program students are required to participate in and complete lab experiences at affiliated hospitals and clinical labs. The clinical laboratories have requirements above and beyond the requirements of being a student on a community college campus. All students entering the program complete the following in order to participate

in program activities: Students must have Current Physical, Current TB clearance – 2 Step Process or Chest X-ray, Color Blindness Screening, Immunizations, Titters, Drug Screening, Current CPR card, Current Fire Life Safety Card, Malpractice Insurance, Background Check, OIG/GSA Clearance, Hepatitis B Video, and COC student picture ID Badge identifying them as an MLT Student, Additional details and information about these requirements will be provided to students upon acceptance to the program.

**Student Learning Outcomes:**

Demonstrate proficiency in the core skills and knowledge required for employment as a medical laboratory technician (Appendix I).

**Program Requirements:**

Course	Title	Units
MLT 110	Clinical Hematology Lecture	3
MLT 110L	Clinical Hematology Lab	1
MLT 112	Clinical Urinalysis Lecture	1
MLT 112L	Clinical Urinalysis Lab	.5
MLT 114	Clinical Coagulation Lecture	1
MLT 114L	Clinical Coagulation Lab	.75
MLT 116	Clinical Microbiology Lecture	3
MLT 116L	Clinical Microbiology Lab	1
MLT 118	Clinical Immunology/Immunoematology Lecture	3
MLT 118L	Clinical Immunology/Immunoematology Lab	1
MLT 120	Clinical Chemistry I Lecture	3
MLT 120L	Clinical Chemistry I Lab	1
MLT 124	Clinical Chemistry II Lecture	3
MLT 124L	Clinical Chemistry II Lab	1
MLT 128	Clinical Hematology/Urinalysis/Coagulation Practicum	4
MLT 129	Clinical Microbiology Practicum	4
MLT 130	Clinical Immunology/Immunoematology Practicum	3
MLT 131	Clinical Chemistry Practicum	4
<b>Required Electives:</b>		
BIOSCI 221	Introduction to Microbiology	5
CHEM 151	Preparatory General Chemistry	4
MLT 050	Phlebotomy	3.5
<b>Plus eight units from the following:</b>		
BIOSCI 201	Introduction to Human Anatomy	4
and		
BIOSCI 202	Introduction to Human Physiology	4
OR		
BIOSCI 204	Human Anatomy and Physiology I	4
and		
BIOSCI 205	Human Anatomy and Physiology II	4
Total Units		58.75

## **M. Description of student support services for the program:**

Students have access to all campus support services, including, but not limited to faculty office hours, counselors, tutoring, financial aid (if eligible), disabled student services, Veterans Affairs, adult re-entry services, student health services including physical and mental health services, support in the Library and Teaching Learning Center, and as previously identified the program has been moved to a Learning Community/Cohort format to maximize students success.

## **N. List of prerequisites and admission requirements:**

PREREQUISITES – completed with minimum 2.50 GPA

1. Anatomy (4 semester or 6 quarter units)
2. Physiology (4 semester or 6 quarter units)
3. Microbiology (4 semester or 6 quarter units)
4. Preparatory General Chemistry (4 semester or 6 quarter units)
5. Phlebotomy certification
6. English 101 (3 semester units)

Upon acceptance into the MLT Program, students obtain the COC application (if not already enrolled), complete it, attach copies of official transcripts from each college attended, and submit to the college's Admissions and Records office.

Special Requirements for the Medical Lab Technician (MLT) student:

1. Once admitted to the MLT Program, students are required to complete lab experiences at affiliated hospitals and clinical labs. All students entering the program must have the following in order to participate in clinical laboratory activities:
  - a. Current Physical
  - b. Current TB clearance – 2 Step Process or Chest X-ray
  - c. Color Blindness Screening
  - d. Immunizations, Titers
  - e. Drug Screening
  - f. Current CPR card
  - g. Current Fire Life Safety Card
  - h. Malpractice Insurance
  - i. Background Check
  - j. OIG/GSA Clearance
  - k. View a Hepatitis B training video
  - l. COC student picture ID Badge identifying them as an MLT Student

## **O. Evidence of labor market analysis that includes wage/salary data and opportunities for employment:**

Employment Development Department (EDD), Labor Market Information Division (July 2009):  
Projected CLS and MLT positions for Los Angeles County from 2006 thru 2016:

Estimated Current Employment	4,360
Projected Employment	4,970
Additional Openings due to net replacements	660

Projected income for licensed\* Medical Laboratory Technicians in Valencia, California, as of February 2014 ranges from \$36,913 to \$55,652 with a medium income of \$45,577 per year.

\*Note: The College of the Canyons MLT program was licensed by the Laboratory Field Services Division of the California State Department of Health Services on April 28, 2011 (Appendix J).

## **P. Evidence that Each Eligibility Requirements Will Be Fulfilled**

### **1. Authority**

The College has authority to operate as a degree-granting institution due to continuous accreditation by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges, an institutional accreditation body recognized by the Commission on Recognition of Postsecondary Accreditation and the United States Department of Education. This authority is noted on the page immediately following the title page of the College of the Canyons Catalog (Appendix K).

### **2. Mission**

As an innovative institution of excellence, the College offers accessible, enriching education providing students with essential academic skills which prepare them for transfer, workforce-skills development, and the attainment of learning outcomes corresponding to their educational goals. To fulfill its mission, the College embraces diversity, fosters technical competencies, supports the development of global responsibility, and engages students and the community in scholarly inquiry, creative partnerships, and the application of knowledge. The Medical Laboratory Technician program structures teaching and learning in accordance to discipline specific regulations offering students opportunity upon completion to be eligible for state licensure, obtain gainful employment, while fulfilling community workforce need. This aligns with the college mission. The 2012-2018 Educational and Facilities Master Plan references workforce need and student opportunities including the acquisition of the knowledge and skills needing to work in healthcare and biotechnology settings (Appendix L).

### **3. Governing Board**

A five-member Board of Trustees governs the Santa Clarita Community College District and is responsible for the quality, integrity, and financial stability of the institution. The Trustees are elected to the Board for four-year terms. The terms of the Trustees are staggered to provide continuity. The student body elects a Student Trustee who votes on College business (except for closed session issues) in an advisory capacity. The Board holds monthly meetings open to the public with notices and agendas widely posted in advance. The Board dedicates a minimum two meetings each year to workshops related to the college's budget development process and fiscal status.

The Trustees also adhere to a conflict of interest policy (Appendix M). The intent of this policy is to ensure that, if there is a conflict of interest, the interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution.

### **4. Chief Executive Officer**

The Board selects and appoints the chief executive officer (CEO) of the College. Dr. Dianne G. Van Hook, Chancellor of the Santa Clarita Community College District and President/Superintendent of College of the Canyons, is the CEO, whose primary responsibility is to direct the operations of the District and lead the College. Dr. Van Hook has led the district as its CEO for over 25 years.

### **5. Administrative Capacity**

The institution has sufficient administrative staff whose experience and qualifications provide the support necessary for the College to carry out its mission and purpose (Appendix N). The senior staff is very stable with minimal turnover. The Chancellor-President has led the College for more than 25 years, the longest of any currently sitting California community college CEO. The Executive Cabinet members, whose average tenure is 10 years, annually provide the Chancellor with staffing plans that evaluate and assess the need for change.



## **6. Operational Status**

The Medical Laboratory Technician program is one of 69 associate degrees, and 70 certificates of achievement and specializations (Appendix K). Courses in this program prepare students for state licensure and employment in clinical labs and biotechnology settings. The program is approved by the California Department of Public Health Laboratory Field Services (Appendix J). The program has a qualified Program Director with sufficient release time to support program operation, qualified adjunct faculty to support instructional needs, and support of instructional lab needs.

## **7. Degrees**

The majority of the College's course offerings and programs lead to degrees, as described in the College's catalog (Appendix F). Requirements to complete the associate's degree in the Medical Laboratory Technician program are consistent with the requirements for earning an associate's degree.

## **8. Educational Programs**

The Medical Laboratory Technician program is congruent with the college Mission Statement providing student opportunity which leads to an associate degree, eligibility for state licensure, the ability to seek gainful employment in a career technical education program, and opportunity to transfer. The program also meets the Mission Statement by meeting community workforce need. The program is of sufficient content and length, and maintains appropriate levels of quality and rigor for the degree and to prepare graduates to be competent entry level practitioners.

## **9. Academic Credit**

Academic credit is based on Title 5, Section 55002.5 of the California Code of Regulations (Appendix O). Lecture and laboratory hours are compliant with regulations relative to awarding credit for all courses within the program.

Attendance in courses within the program is defined in compliance with the draft District Attendance Policy (BP 4233), which is currently being reviewed by the Academic Senate (Appendix P).

## **10. Student Learning Outcomes and Achievement**

The College defines and publishes course and program level student learning outcomes (SLOs) in course outlines, in the College catalog, in occupational brochures, and in instructional planning documents (Appendices E, K, Q). Program reviews are completed every three years with updates annually. The program review process requires that budget requests are aligned with college-wide strategic goals and links planning with budget allocation and augmentation requests. Embedded in the program review are SLO assessment results, analysis of results and plans of action which are used for department goal-setting and budget requests. As a result of interdisciplinary dialog in the Program Review Committee (a sub-committee of the Academic Senate, as of 2012) a new section in the report asks faculty, staff and administrators to identify “New Objectives Related to SLOs as Indicated in Use of Results Section.”

## **11. General Education**

General education courses have the required breadth to promote intellectual inquiry. These courses include demonstrated competency in writing and computational skills and serve as an introduction to major areas of knowledge (Appendix R). The quality and rigor of these courses is consistent with the academic standards appropriate to higher education as defined by the College’s Curriculum Committee. The general education component of the Medical Laboratory Technician program is consistent with standards established in Federal Regulations, State Education Code, the Chancellor’s Office for the California Community Colleges, and as recommended by the Statewide Academic Senate (Appendices S, T, U, V).

## **12. Academic Freedom Statement**

The Academic Freedom Statement is consistent with the institution’s statement. The institution’s faculty and students are free to examine and test all knowledge appropriate to their discipline or area of major study as judged by the academic/educational community in

general. Regardless of institutional affiliation or sponsorship, the institution maintains an atmosphere in which intellectual freedom and independence exist. The Academic Senate reviewed and updated the institution's Academic Freedom Principles and Guidelines Statement in 2013.

### **13. Faculty**

The Medical Laboratory Technician program currently has sufficient, qualified faculty to meet discipline specific requirements and instructional needs of the students. A full time faculty member serves as Program Director. Faculty responsibilities are stated in the Faculty Handbook and in the contracts between the Santa Clarita Community College District and the College of the Canyons Faculty Association and the American Federation of Teachers (Appendices W, X, Y).

### **14. Student Services**

The College provides appropriate services to students and develops programs that meet the educational support needs of its diverse student population. These services are all available to students in the Medical Laboratory Technician program and include services in the following areas: Admissions and Records, Testing Center, Extended Opportunity Programs & Services, Assessment Center, Athletics, Bookstore, Cafeteria, Career Services & Job Placement, Center for Applied Competitive Technologies, Center for Early Childhood Education, Community Education, Cooperative Work Experience, Counseling & Program Advisement, Disabled Students Programs & Services, Distance Education, Employee Training Institute, Extended Opportunities Programs & Services/Cooperative Agencies Resources for Education, Financial Aid/Scholarship, Foundation, Honors, High Tech Center, Human Resources, International Students Program, Library, Math, Engineering & Science Achievement, Open Media Lab, Outreach, Performing Arts Center, Progressive Adult College Education, Public Information, Sports Information, Campus Safety, Small Business Development Center, Student Business Office, Student Development, Student Health & Wellness Center, Traffic School, Transfer Center, Tutoring/Learning/Computing Lab, University Center, and Volunteer & Service Learning Center (Appendix K).

## **15. Admissions**

The College's admissions policies are consistent with its Mission and conform to parameters outlined in state law and College regulations. They are published in the College catalog (Appendix K), the schedules of classes and on the College's website. To enroll at the College, a student must satisfy the published requirements.

## **16. Information and Learning Resources**

Access to Information and Learning Resources for students in the Medical Laboratory Technician program is consistent with access for all college students. The College provides specific long-term access to information and learning resources and services to support its educational mission. These resources and services are provided for and delivered by many different divisions, departments and centers; but, in general, they primarily are the responsibility of the Library and the Tutoring/Learning/Computing Lab.

Learning resources are primarily delivered by two areas: the Library and The Learning Center (TLC). Access to services in the Library and TLC is available online for students in distance education courses. The College of the Canyons Library provides service to students at two facilities, one on each campus. A staff of 2 full-time faculty librarians, 9 part-time (adjunct faculty) librarians, 3 full-time classified staff, 2 permanent part-time staff, and approximately twenty college assistants and adult hourly staff work to ensure the college community has access to a range of materials and equipment to support learning needs.

Taking into consideration the various formats of materials and the different sites at the College (including both libraries but also materials purchased and catalogued by the Library but held at other campus locations) total items in the collection number 71,452 titles.

Circulating books at the Valencia campus library total 48,064 volumes alone. The Library provides access to a range of subscription databases, including multi-disciplinary resources such as Academic Search Premier and ProQuest and discipline-specific resources such as ERIC and MEDLINE. The Library also subscribes to eBook collections, including an academic collection from the vendor, EBSCO, that features full text from over 120,000 titles. The databases and eBooks are accessible from links on the Library website. In addition to its

collections and subscriptions, the Library offers online research guides for use in specific disciplines as well as citation style guides to assist students in documentation of their research.

The Learning Center (TLC) provides tutoring to students as well as exam proctoring. TLC offers services at the Valencia campus and the Canyon Country Campus. The staff consists of one full-time administrative director, four full-time classified staff, , eight adjunct faculty members and over 180 college assistant and adult hourly workers.

TLC supports students participating in online classes in a number of ways:

- TLC staff operate the helpdesk for student questions regarding the College's learning management system (Blackboard).
- Online tutoring takes place on Blackboard through a combination of submission of student work for tutor review and live-chat with instructors referring students directly, enabling them to access the service. Time is logged for each session and transferred to the tracking software CI Track. Then students are registered into the online tutoring section number in Datatel. Tutoring takes place only in instances when TLC is open, the tutor is physically present in TLC, and the instructor of record is on-site to supervise.
- In fall 2012, the College constructed a new TLC of 41,000 square feet (an 800% increase over the previous TLC) and added 10,000 square feet to its Library. Over 200 computers for student usage were added to these facilities.

## **17. Financial Resources**

While most of the financial resources of the District come from the State of California, additional funding is obtained by aggressively seeking federal and private sources to augment the budget. Funding from grants, foundations, and external sources supported the startup of the program with costs being institutionalized for program sustainability. All funds coming to the District are carefully tracked, accounted for and documented. The District maintains adequate reserve levels for contingencies and for expansion and maintains a minimum of six percent ending fund balance. The District strategically accumulates funds in accounts for future needs such as repairs of campus buildings and future retiree health care costs. The

District is careful to use one-time dollars to only fund additional one-time expenses. The District maintains conservative financial management policies and practices that ensure continued fiscal stability for the foreseeable future, using an accepted instrument to assess fiscal management each year (Appendix Z).

## **18. Financial Accountability**

The College is audited on an annual basis by an independent auditing firm. The firm is selected by evaluating the scope of its experience, the size of the firm and its ability to provide backup personnel and a wide range of expertise. References are carefully evaluated. The auditing firm employs Audits of Colleges and Universities, published by the American Institute of Certified Public Accountants. The Board of Trustees reviews the audit findings, exceptions, letters to management, and any recommendations made by the contracted auditing firm. Annual audits (Appendix AA) are conducted for the District, the Foundation, and two General Obligation bonds. The annual audits have been outstanding with no audit exceptions and no material weaknesses identified in 30 audits over six years.

## **19. Institutional Planning and Evaluation**

The Medical Laboratory Technician program completes an annual program review that informs the Educational and Facilities Master Plan, the Technology Master Plan. Data and objectives from program review are integrated into institutional planning. The results of goals, strategies and outcomes of the College's Educational and Facilities Master Plans are reviewed on an annual basis (Appendix L). The College's ongoing planning processes are reflected and documented in publications such as its Strategic Plan (Appendix AB), which includes Strategic Goals and Accomplishments (as published in two documents), the Educational and Facilities Master Plans, budget development documents, Technology Plan, and annual departmental plans, all of which are updated on regular cycles. The College Planning Team (CPT) reviews reports and publications, documenting activities aimed at improving programs and services. The District Educational and Facilities Master Plan, Strategic Plan, and Economic Impact Report are available to the public on the College's website.

## **20. Integrity in Communication with the Public**

The College displays in writing and practice the model of institutional integrity. The Mission Statement of the College is clearly articulated in the College catalog (Appendix K), on its website, in the Educational and Facilities Master Plans (Appendix L), and on attractive posters placed in visible locations across both campuses and at off campus locations. The College catalog (Appendix K), schedules of classes and the website also provide the public with current information on degrees and curricular offerings, bond compliance requirements, student fees, financial aid, refund policies, admissions policies, transfer requirements, hours of operation, and appropriate contact information such as phone numbers and specific webpages where needed. The College also provides information about College policy and procedures such as how to address grievances and complaints, the College's nondiscrimination policy, as well as academic honesty, information regarding various activities such as College performances, and important deadlines such as late registration and financial aid, distributed by direct mail, email and through several other media. The College works with local media to ensure publication of important dates and activities of interest in various community and media calendars. The names of the Board of Trustees are listed in the catalog and on the website.

## **21. Relations with the Accrediting Commission**

The Board of Trustees for the Santa Clarita Community College District provides assurance that the College adheres to the eligibility requirements, accreditation standards, and policies of the Commission through the creation and enforcement of its policies.

### **Q. Evidence that Each Accreditation Standard will be Fulfilled**

The Office of Instruction, Academic Affairs, Division Dean, and Medical Laboratory Technician Department Chair will hold all courses and program activities to the standards established for credit courses and programs.

**Standard I:** The College of the Canyons' Mission Statement both guides and provides direction to the Medical Laboratory program at the same time that the program aligns with

the Mission Statement by serving students with a career technical educational degree offering which leads to opportunities for gainful employment and serves community workforce need (Appendix AB). The Mission Statement serves as a foundation for program planning and outcomes. Planning processes, outcomes, quantitative data, and qualitative feedback from advisory meetings provide for data-informed planning to improve both the effectiveness and outcomes of student learning. Systematic review of both processes and outcomes, inclusive of both quantitative and qualitative data provide for goal setting and acquisition as they relate to student learning, outcomes, and improving the program's effectiveness.

**Standard II:** Processes and measures are in place at department, division, and institutional levels to ensure that the instructional program, department level services, and at large student services are sufficient to serve student need. Minimum qualifications for Medical Laboratory Technician faculty and the program director are met to ensure discipline expertise. The curriculum committee reviewed and approved all Medical Laboratory Technician courses and the program and submitted them to the Board of Trustees for approval. The courses are reviewed on a minimum cycle as established by the institution and more frequently if indicated based on industry feedback and changes within the discipline. The collective bargaining agreements between the District and faculty unions establish a regular cycle of evaluation of instruction (Appendices X, Y). The contracts specify procedures for both peer evaluation and student evaluation of instructors with follow-up processes based on the overall evaluation. Student Support services and Library and Learning Center services support students in the Medical Laboratory Technician program through both face to face resources, physical resources, supportive personnel, and online databases and services.

**Standard III:** All Medical Laboratory Technician faculty meet the minimum qualifications for this discipline and there are sufficient faculty to meet program needs. Resources in the form of classroom and dedicated lab space, equipment relevant to instruction specific to this discipline, and instructional supplies are sufficient for program needs (Appendices L, Z). Clinical capacity for state mandated clinical laboratory practicum hours is sufficient and affiliations with clinical labs and acute care hospitals for training purposes have been



achieved. Financial resources in the form of funds for instructional lab support, supplies, equipment, and disposal of hazardous waste are sufficient for program needs.

**Standard IV:** Institutional Roles and processes guide leadership and the decision making process within the program (Appendix N). The full time faculty member / Program Director serves as Department Chair and has sufficient release time to lead and manage the program, interact with advisory boards, work within the state's Health Workforce Initiative (HWI) group to advocate for the program and build connectedness with other program directors, drive curriculum change to maintain currency of the curriculum, and design schedules which meet student needs. Institutional governance supports the planning, ability to seek resources, and implementation of program quality improvement to serve student needs.

## **R. Supporting Evidence:**

Appendix A.

[Board Policy 4021](#)

[Administrative Procedure 4021](#)

Appendix B.

[Employer Survey](#)

Appendix C.

[Board of Trustees minutes for December 2, 2009](#)

[Approved Course List for December 2, 2009](#)

Appendix D.

[2013-2014 Adopted College Budget](#)

Appendix E.

[2012-2013 Program Review](#)

Appendix F.

[Sample Advisory Committee Agenda](#)

[Sample Advisory Committee Minutes](#)

Appendix G.

Course Outlines: [MLT-050 Web CMS](#)

[MLT-050](#)

[MLT-110](#)

[MLT-110L](#)

[MLT-112](#)

[MLT-112L](#)

[MLT-114](#)

[MLT-114L](#)

[MLT-116](#)

[MLT-116L](#)

[MLT-118](#)

[MLT-118L](#)

[MLT-120](#)

[MLT-120L](#)

[MLT-124](#)

[MLT-124L](#)

[MLT-128](#)

[MLT-129](#)

[MLT-130](#)

[MLT-131](#)

Appendix H.  
[Excerpt of Program Information from the 2013-2014 College Catalog](#)

Appendix I.  
[Course and Program Level Student Learning Outcomes](#)

Appendix J.  
[Program License](#)

Appendix K:  
[College of the Canyons 2013-2014 Catalog](#)

Appendix L:  
[Educational and Facilities Master Plan](#)

Appendix M:  
[Board Policy 2710](#)

Appendix N:  
[College of the Canyons Administrative Organizational Chart](#)

Appendix O:  
[Title 5, Section 55002.5 of the California Code of Regulations](#)

Appendix P:  
[Attendance Policy Draft](#)

Appendix Q:  
[College of the Canyons Curricunet System](#)

Appendix R:  
[Title 5, Section 55061 of the California Code of Regulations](#)

Appendix S:  
[Title 34, Code of Federal Regulations](#)

Appendix T:  
[California State Education Code –Section 70900-70902](#)

Appendix U:  
[California Community Colleges Chancellor’s Office](#)

Appendix V:  
[California Community Colleges Statewide Academic Senate Curriculum Resources](#)

Appendix W:  
[College of the Canyons Faculty Handbook](#)

Appendix X:  
[College of the Canyons Faculty Association Contract, page 41](#)

Appendix Y:  
[American Federations of Teachers Contract](#)

Appendix Z:  
[College of the Canyons 2013-2014 Tentative Budget](#)

Appendix AA:  
[History of Audit Findings 2001-2002 through 2013-2013](#)

Appendix AB:  
[College of the Canyons 2012-2018 Strategic Plan](#)