

PROGRAMMATIC SELF-EVALUATION REPORT

INFORMATION AND DOCUMENTS FOR CONSIDERATION BY THE ACCREDITING BUREAU OF HEALTH EDUCATION SCHOOLS

Submitted by: N/A

ABHES ID Number (Member Schools Only)

Quinebaug Valley Community College

Name of Institution

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The information and data submitted herewith are certified to be correct and current to the best of my knowledge

Rose R. Ellis

Signature of Chief Executive Officer or Authorized Institutional Representative

Rose R. Ellis, Ph.D.

Name (please print)

10/23/2019

Date

CHAPTER II ELIGIBILITY AND CLASSIFICATIONS

SECTION A – Eligibility for Accreditation

Subsection 1 – Basic Requirements

b) Programmatic Eligibility

Prepared by: Timothy Shizume

An organization offering a program in medical assisting, medical laboratory technology, or surgical technology education is eligible to apply for and be considered for programmatic accreditation if it meets the following criteria:

Eligibility Criterion	Narrative
At the time of application and visit, it has enrollment in the program to allow evaluation of student outcomes. (Does not apply to currently accredited programmatic schools or those institutionally-accredited members seeking initial programmatic accreditation).	The Medical Laboratory Technician (MLT) program at Quinebaug Valley Community College (QVCC) was approved by the Connecticut Board of Regents for Higher Education on September 16, 2016. Enrollment began for the January 2017 semester. Current enrollment as of 6/30/19 is 55 students. Evaluation of student outcomes has been an on-going process. Student outcomes are measured in many ways but not limited to: student master competency forms, internship evaluation forms, instructor classroom observation and evaluation forms, resource survey, and student evaluation of class and instructor.
It is (a) a public or private institution at the postsecondary level institutionally accredited by an agency recognized by the U.S. Department of Education or Council on Higher Education Accreditation (CHEA) whose principal activity is education, (b) a hospital or laboratory-based training school, or (c) a federally-sponsored training program.	QVCC is one of the 12 public community colleges in the Connecticut State Colleges and Universities higher education system. QVCC’s most recent accreditation was May 16, 2012 by the New England Association of Schools and Colleges (NEASC). The institution is continued in accreditation with the next comprehensive evaluation scheduled for Fall 2021. NEASC has changed their name to the New England Commission of Higher Education (NECHE). Please see the NEASC accreditation letter in accompanying required exhibits documents.
Its program is career focused and designed to lead to employment.	The Medical Laboratory Technician program is specifically a career-focused program designed to lead to employment in the field of clinical laboratory sciences.
It is located in the United States or its territories.	QVCC is located in Danielson, CT.
At the time of the visit, the program will have (or have had within the past twelve months) student participation in clinical	At the time of the visit, QVCC will have at least 10 students who have participated in or are currently in their clinical internships or have had been in the previous semester. Also at the time of the visit, at least 29 of 55 students in the program will have completed at least 50 % of the program.

<p>experience activities, as applicable, to permit evaluation of program operations and of student progress, satisfaction, and retention. In addition, the program will have enrolled students who have completed at least 50% of the program, or at least 25% percent of the core coursework. (Note: Does not apply to those institutionally-accredited members seeking initial programmatic accreditation; however, an additional on-site evaluation may be required.)</p>	<p>In the spring 2019 semester, the program had 2 student interns and in the fall 2019 semester, the program had 4 student interns.</p>
<p>The coursework required for graduation, including didactic instruction and externship, provides the following:</p>	
<p>Medical Assisting - attainment of entry-level competencies (see Program Requirements and Curriculum for Medical Assistants in Chapter VII), and consists of at least a 24-week full-time program of training.</p>	<p>N/A</p>
<p>Medical Laboratory Technology - attainment of entry-level competencies (see Program Requirements and Curriculum for Medical Laboratory Technology in Chapter VII), and at least 60-semester credit hours, 90 quarter credit hours, or its recognized clock-hour equivalent (normally two academic years) of training.</p>	<p>Graduates of the MLT program must successfully complete all degree requirements, including attainment of the entry-level competencies and both clinical internships. Attainment of the entry-level competencies is recorded for each student on a master competency form and reviewed and kept by the program coordinator. Competencies are listed in the course syllabus as well as in the MLT Student Program Handbook. Competency assessments are kept by the program coordinator.</p> <p>In addition, a skills checklist and overall student evaluation are completed by the Site Supervisor during a student’s internship experience. Students who are ready for graduation must submit a formal application to graduate. The Registrar’s office does a complete degree audit for each MLT student to ensure completion of the 63 credits required for the degree. If, upon the audit, a student has not completed the 63 credits, an audit summary and explanation of why the student is not ready to graduate is given to the student as well as the MLT program coordinator. The program coordinator will then follow up with the student.</p>
<p>Surgical Technology - consistency with the current Core Curriculum for Surgical Technology, produced by the Association of Surgical</p>	<p>N/A</p>

<p>Technology (www.ast.org). Note: Currently accredited institutional members must adhere to the requirements for programmatic eligibility when adding a surgical technology program, which includes the submission of the Application for Programmatic Accreditation.</p>	
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The following information must be completed to reflect what is currently being offered for each program.

PROGRAM INFORMATION

NOTE TO INITIAL APPLICANTS: Please note that only those programs listed on the application, described in the SER, and evaluated by the visitation team, can be considered in the accreditation process. If the institution starts any other programs in addition to those listed on the application and described in the SER prior to the scheduled on-site evaluation and a grant of accreditation being awarded, then a grant cannot be awarded pending review and Commission consideration of the new program(s), which will delay the accreditation process.

NOTE TO MEMBER INSTITUTIONS/PROGRAMS: The following list of programs should mirror that of the application (Exhibit 1) and reflect what is approved by ABHES currently.

Program Name	CIP Code	In Class Clock Hours	Recognized Outside Clock Hours	Total Clock Hours	Weeks in Length	Academic Credits Awarded (Semester/Quarter)	Method of Delivery	Credential Awarded	# of Students Enrolled in the Last 12 Months	Current Enrollment	# of Graduates in the Last 12 Months	Date of Last Graduating Class
Medical Laboratory Technician	5111004	1,465		1,465	75 weeks D&E	63	Residential	Associate of Science Degree		55	2	May 29, 2019

CHAPTER V

EVALUATION STANDARDS APPLICABLE TO ALL EDUCATIONAL PROGRAMS

This section is to be completed by all applicants for accreditation. **This section must be completed for each program.** For institutions with multiple-credentials offered in the same program area, complete this section only once to include all credential levels. Refer to the ABHES Accreditation Manual at www.abhes.org/accreditationmanual to review the detailed explanations for each standard. **These explanations provide essential guidance on the expectations of ABHES.**

SECTION A – Goals and Oversight

Prepared by: Timothy Shizume

Standard	Narrative
<p>V.A.1. Program enrollment is justified.</p>	<p>The MLT program was developed in 2016 based on the need for qualified laboratory professionals as stated by the hospitals in QVCC's service area. Additionally, phlebotomy certification students were looking for a means to advance in their careers, with some also working as lab assistants. The only MLT program in the area was at the Community College of Rhode Island. There are no colleges or schools in the state of Connecticut that offer an MLT program. During the State's program approval process, three letters of support from local clinical laboratory administrators were submitted with the proposal application. At the Board of Regents program approval meeting, the CEO of Day Kimball Hospital spoke in support of the MLT program.</p>
<p>V.A.2. Program objectives are in keeping with the requirements of the profession.</p>	<p>The medical laboratory technician (MLT) program endeavors to carry out the Quinebaug Valley Community College mission to provide innovative educational, social, and cultural opportunities in a welcoming and supportive environment. The purpose of the MLT program is to provide students with a general education core complemented by focused medical laboratory technician courses. The curriculum will prepare students for immediate employment in a variety of health care settings.</p> <p>Program Goals:</p> <ol style="list-style-type: none"> 1. To prepare entry-level competent medical laboratory technicians. 2. To prepare students to earn certification as an MLT (ASCP) or equivalent by successfully passing the examination given by the American Society for Clinical Pathology. 3. To obtain national program accreditation through the Accrediting Bureau of Health Education Schools. 4. Respect the rights of patients, colleagues, and other health care professionals, and safeguard confidences within the constraints of legal, ethical, and moral conduct.

	<p>5. Practice within the profession’s ethical and legal framework.</p> <p>6. Maintain professional competence and utilize opportunities for continuing education and career advancement.</p> <p>The program goals meet the needs of the students by allowing them to obtain skills in a health care field that has a documented need for qualified personnel or to allow students to advance in their laboratory career. The goals meet the needs of the local employers as they have openings that then cannot fill due to the lack of MLT programs in the area. Lastly, the program meets the needs of the community as they are having qualified laboratory professionals performing their blood tests.</p>
<p>V.A.3. Resources exist to meet the educational goals and objectives.</p>	<p>The MLT program has more than adequate resources to meet the educational goals and objectives. First, the MLT program has a program budget that allows for purchasing and maintenance of equipment, supplies, and other learning/educational materials to enhance student learning. The MLT program budget also allows for the MLT program coordinator to attend conferences and pay for credentialing fees. The estimated MLT budget for AY 2019-2020 is \$28,900.</p> <p>The College has a capital equipment budget in which the MLT program uses to purchase equipment over \$5,000.</p> <p>The Library has funds to purchase educational materials for programs. The MLT program coordinator has had the library purchase journals and reference texts relating to the laboratory profession.</p> <p>The program coordinator can also petition for Perkins Funds to purchase supplies and equipment for the program.</p> <p>There is a Professional Development fund in which faculty and staff can apply for to attend conferences, take courses, etc. Everyone who applies for PD funding gets awarded a minimum amount, and then if there are funds left at the end of the academic year, excess monies are distributed to all that have applied earlier in the year.</p> <p>Specifically, the MLT program has a dedicated allied health lab classroom that contains equipment and supplies found in a clinical laboratory. Such equipment includes a chemistry analyzer, a hematology analyzer, and a coagulation analyzer, along with many different types of POC testing kits and instruments.</p> <p>For a complete list of the equipment and supplies please refer to the AH Lab inventory list in the accompanying required exhibits documents.</p> <p>Other resources not related to funds include duplicating and secretarial services. The program coordinator has complete autonomy to hire as many adjunct instructors as are needed for the program. Currently, there are enough adjunct instructors to meet the needs and objectives of the program.</p> <p>The library offers services to faculty, programs, and students.</p> <p>The Learning Center provides proctoring services for faculty as well as tutoring</p>

services for students.

The Educational Technology Director provides training to both faculty and students on the Blackboard course management system. (Every course has a blackboard shell, even if the course is fully residential. Faculty are required to at the least, post the course syllabus, grades in the gradebook section, and use the email or announcements tab of the course to communicate with students).

The college also has a fully staffed and equipped student computer lab for students. There are also student computers located in the library, learning center, and various other study areas in the college.

The MLT program performs a Resource Assessment survey annually. This survey is given to students in the MLT courses as well as MLT faculty. The MLT program coordinator uses the results of the survey to assess current resources and makes adjustments to curriculum, instruction, as well as equipment and supplies.

Although the MLT program is a new program at QVCC, the faculty for many of the courses have been with the College for many years.

The faculty members in the allied health and science departments who teach the pre-requisite and co-requisite courses in the MLT program have been at the College for 15 or more years as full-time faculty members.

The faculty member who taught the Phlebotomy course for over 20 years, mentored the new full-time MLT faculty member for 18 months before retiring in December 2018. The MLT adjunct instructors (3) have been teaching since the inception of the program. Two of the adjuncts were associated for many years with QVCC's phlebotomy certificate program as the laboratory manager and the phlebotomy site supervisor of one of the practicum sites.

All program faculty have the required educational degrees, ASCP certifications, and years of experience in the field of laboratory science.

Program Faculty	Date of Hire	Length of Service
Timothy Shizume	8/25/17	24 months
Patricia York	8/25/17	24 months
Peter Speciale	8/25/18	12 months
William Wood	8/26/19	
Christina Carter	8/26/19	

**V.A. 4.
Instructional continuity is maintained through faculty stability.**

The MLT program coordinator interviews and hires all adjunct faculty for the program. The program coordinator provides the syllabi and in some cases the assessments being used for that course. Adjuncts are instructed on how to assess the required program competencies. The program coordinator also gives the adjunct a tour of the AH lab classroom and training on each instrument or test if needed. All adjunct faculty members attend an Adjunct Faculty Workshop upon being hired. The

	<p>program coordinator does a classroom evaluation the first semester the adjunct is teaching and then again every 5th semester, as that is the policy of the College. If the program coordinator deems a specific adjunct requires another classroom evaluation before the 5th semester, he has the right to perform that evaluation. In addition, each semester, all faculty are evaluated by the students in their class. Once the Dean of Academics Office tabulates those evaluation results, they are made available for the program coordinator to review. It is an Academic Office policy that any adjunct student evaluation at 3.0 or below requires attention by the program coordinator and remedial action to occur. Lastly, the program coordinator keeps in constant communication with each semester’s adjunct instructors, assisting them with any needs or questions they may have.</p> <p>All of these procedures are to ensure consistency in the instruction of the program.</p> <p>Please see the faculty data forms in the accompanying required exhibits documents.</p>
<p>V.A.5.a. A program has an active advisory board of in-field specialists, current in the applicable specialty, representing its communities of interest, to assist administration and faculty in fulfilling stated educational objectives.</p>	<p>The MLT program has had an advisory board in place since April 2018, when they had their first meeting during the College’s Annual Advisory Board Breakfast Meeting. Members of the board include the program coordinator, adjunct faculty, student, college administrator, and current laboratory professionals, all of which are employed by a facility that is also an internship site for MLT students.</p> <p>The MLT advisory board met again May 3rd, 2019.</p> <p>An agenda for the meeting is developed by the program coordinator and minutes are taken. Topics include updates on the program, including status of the accreditation process and curriculum changes, new equipment/supplies, internship students. Advisory board members are asked for their input on industry changes, their experience with interns, and suggestions for improvement/changes.</p> <p>The program coordinator is in communication with the advisory board members beyond the annual meeting. Frequently, the facilities these members are employees of will donate equipment and supplies to the program or the program coordinator will ask members for their input on a specific subject.</p> <p>Please see list of advisory board members in the accompanying required exhibits documents.</p>
<p>V.A.5.b. Prepared meeting minutes are maintained, distributed, and used to improve program effectiveness.</p>	<p>An agenda for the advisory board meeting is developed by the program coordinator and minutes are taken and maintained by the program coordinator. Minutes are then distributed to the Dean of Academics as well as each member of the board. Agenda items include but are not limited to: program updates, curriculum review, accreditation process, and student recruitment.</p>
<p>V.A.6. Services of support personnel are available to facilitate program operation.</p>	<p>The MLT program is supported by the Executive Assistant to the Dean of Academic Affairs and Student Services who assists the program coordinator with paperwork dealing with new hires, classroom evaluations, scheduling, and rehiring of adjuncts. The Business Office has personnel that assist the program coordinator with purchases and budgets. The Maintenance Department assists with moving of large equipment or setting up a room in a certain configuration. The IT Dept. assists with all classroom technology as well as issues with individual office desktops. The duplicating services manager who scans, copies, and distributes documents, and assists with packaging and mailing</p>

	services. The Student Success Department assists program students with advising, counseling services, learning disability services, employment services, changes to a student's status, and many other situations that help the MLT students with issue that may be a barrier to their success in the program.
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SECTION B – Curriculum, Competencies, Clinical Experience

Prepared by: Timothy Shizume

Standard	Narrative
V.B.1. Program curriculum is structured and students are scheduled to ensure a sequence of instruction that validates the curriculum's defined competencies.	The MLT program is structured as such that students complete the pre-requisite courses and then proceed to the core MLT courses. Elective courses can be taken before or during the MLT courses. The program is also structured for both part time and full time students by making sure courses are offered in varied days and times to be able to accommodate all students so that they can follow the curriculum in the proper order. Students meet with an academic advisor initially when they register for their first semester and then every semester afterwards. From the beginning, students are given a hard copy of a draft of schedule tailored for their specific needs (day, evening, full time, part time, etc). Advisors can use either a hard copy curriculum tracking sheet or the electronic tracking sheet that is in DegreeWorks. Students have the ability to view their curriculum progress in DegreeWorks. QVCC has a very experienced Advising Center that not only knows how to advise first semester students in their pre-requisite courses but also the core MLT courses. One of the main administrative responsibilities of the program coordinator is to advise all students in the core MLT courses as well as keep track of students who may need additional assistance during their scheduling of courses.
V.B.2. Competencies required for successful completion of a program are identified in writing and made known to students.	Both the cognitive and psychomotor competencies are listed in the MLT Student Handbook as well as in every MLT course syllabus. Competency checklists for the psychomotor skills are given to students prior to being assessed on a specific competency. Cognitive competencies are addressed in exams, quizzes, labs, homework, case studies, etc. A Master Competency Form is kept on each student and checked off by all instructors for students in their class.
V.B.3. Program length and structure allows for attainment of required competencies.	The program consists of 63 credits and contains an adequate number of core MLT courses to ensure attainment of required competencies. Each semester is 15 weeks in length with the 4 credit core MLT courses running twice a week for 3 hours each, providing sufficient time address required competencies.
V.B.4.a. External clinical experiences are available to serve the diverse needs of a program(s). (for applicable programs)	The MLT program has numerous hospital laboratory clinical sites in both Connecticut and Massachusetts. Formal contracts have been obtained for all sites. List of current sites include: Day Kimball Hospital Harrington Health Care Hartford Health Care – 3 different sites

	<p>Lawrence and Memorial Hospital</p> <p>As the program enrollment expands, additional clinical sites will be added.</p>
<p>V.B.4.b. A program has clinical experiences to meet its goals and objectives. (for applicable programs)</p>	<p>The MLT program has numerous clinical affiliation agreements with the local hospital clinical laboratories. The program coordinator meets with prospective student interns to review the requirements and guidelines of the internship courses. The program coordinator then communicates with each clinical site for their availability to host a student. Once it has been determined that the student is eligible, the program coordinator will place them at a site. Once a student has been placed, the student is required to make contact with the site supervisor to set up an interview to review paperwork, develop an internship schedule, and tour the facility. All internship sites require students to attend a facility orientation prior to starting their internship hours. During their internship, students rotate through all of the clinical laboratory departments and are assessed on each test they perform. Students are required to keep a journal of their experience as well as document hours performed. Students are also required to complete an evaluation form on their internship site and experience. The program coordinator keeps in contact with the student and internship site and visits each site at least once during the semester. Since the internship is an actual class, students are required to participate in the online seminar portion of the course via Blackboard discussion board. This clinical experience that the students obtain meets the program's goals and objectives.</p>
<p>V.B.4.c. Supervision and evaluation of student performance is provided during the clinical experiences. (for applicable programs)</p>	<p>The MLT program coordinator places and oversees the students during their internship hours. At each site, there is at least one site supervisor that the program coordinator will communicate with and the prospective intern will interview with. Clinical Sites are given a list of skills the student should perform as well as evaluation forms. It is required that in every lab section the student rotates through, an evaluation is performed. The student intern also has an evaluation form to evaluate the site. This evaluation is extremely valuable to the program coordinator so that the adequacy of the site can be assessed from the student's perspective, and is a means to continually monitor for program effectiveness.</p>

SECTION C – Instruction

Prepared by: Timothy Shizume, M'Lyn Hines

Standard	Narrative
<p>V.C.1.a Current course syllabi are maintained that fully and clearly describe the important characteristics of each course and meet the requirements of Appendix F, Course Syllabi Requirements.</p>	<p>A syllabus for each course is required by the College. All instructors must send their current syllabi for the semester to the Executive Assistant to the Dean of Academics and Student Services. The Executive Assistant then puts all syllabi on an internal shared file server.</p> <p>Each syllabus for the MLT program core courses contains the required course competencies for that specific course as well as the requirements in Appendix F. Syllabi are reviewed by the program coordinator for program consistency.</p>
<p>V.C.1.b A current course syllabus is provided to each student at the beginning of each course.</p>	<p>The College requires that a syllabus is provided to the students the first day of classes and that the instructor reviews the syllabus with their class.</p> <p>In the MLT core courses, the instructors specifically review the course competencies with the students</p>
<p>V.C.2.a. Instructors use a variety of contemporary teaching approaches or strategies to accomplish program goals and enhance student ability to achieve program outcomes.</p>	<p>MLT program faculty use a wide variety of teaching methods that address all types of student learning styles. The list includes but is not limited to: lecture, multi-media presentations, videos, demonstrations, laboratory exercises, hands-on skills, case studies, and student presentations.</p>
<p>V.C.2.b. Relevant and industry-current learning resources exist to complement the program.</p>	<p>The program has numerous learning resources related to the MLT program. Most of the resources were purchased directly from the ASCP website. The learning resources included but are not limited to: the MLO journal, Blood Cells: Morphology & Clinical Relevance, Body Fluids Morphology Bench Guide, BOC Study Guide Enhanced Edition Clinical Lab Exam 6E, Practical Lab Diagnosis of Dx: Clinical Chemistry, Blood Cells Grading Guide 2nd Edition, and Case Studies in Hematology and Coagulation 2nd edition.</p> <p>The MLT and Library budgets are both used to purchase learning resources.</p> <p>Please see the complete list of learning resources developed by the Library in the accompanying required exhibits documents.</p>
<p>V.C.2.c. Primary and supplementary instructional materials are relevant to the educational course content and objectives of each program.</p>	<p>Each core MLT course has a required text(s) that specifically addresses the content and learning objectives required for that course subject. Instructors supplement their learning materials with videos, real patient slides, and professional journal articles.</p>
<p>V.C.2.d. Equipment and supplies are readily available to support the delivery of didactic and</p>	<p>Each classroom is equipped with a desktop computer, DVD player, speakers, projector, screen and white board, along with technical support for the instructor when needed, in order to deliver the didactic portion of the curriculum.</p>

<p>supervised clinical and administrative practice components required in the curriculum.</p>	<p>The library also has larger portable TV that instructors can request for use in the classroom.</p> <p>The allied health laboratory classroom is equipped with all of the equipment and supplies needed to simulate a phlebotomy drawing station as well as table top laboratory analyzers and other testing instruments and kits to simulate a clinical laboratory.</p> <p>Please see the equipment and supplies inventory list in the accompanying required exhibits documents.</p>
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SECTION D – Student Assessment

Prepared by: Sarah Hendrick, Bob Kozlowski, Nicole Marcoux-

Standard	Narrative
<p>V.D.1. An institution adheres to its admission policies and enrolls only students who can reasonably be expected to benefit from the instruction.</p>	<p>Quinebaug Valley Community College maintains an open admissions policy, extending the opportunity for higher education to all who want to prepare more fully for effective participation in modern society. Students must be graduates of an approved secondary school, hold a state high school equivalency diploma (GED), or be certified as home-school completion. Students cannot graduate with a degree or certificate without proof of high school graduation on file with the college. Prospective students who are still in high school must meet specific placement scores prior to acceptance. After acceptance, the College assesses students’ skills in English and mathematics using a computer-based Basic Skills Assessment (BSA). Students, with their advisors, use this information to make decisions about the types of courses students are prepared to take. Students who submit evidence of SAT or ACT scores with high enough scores, or college level coursework with a grade of C- or higher are waived from the assessment. Students must meet course prerequisites before registering for specific general education and core program classes.</p> <p>QVCC accepts transfer credits from regionally accredited colleges and universities only. Transfer students must have an official transcript sent from their former institution directly to QVCC Admissions Department. Upon receipt of the official transcripts, a transfer evaluator will evaluate them for courses that can be taken in to the MLT program. The minimum grade of a course that can be transferred in is a C-.</p> <p>QVCC assesses students’ skills in English and mathematics using a computer-based Basic Skills Assessment (BSA). Students, with their advisors, use this information to make decisions about the kinds of courses students are prepared to take.</p> <p>QVCC requires that the following students take the BSA:</p> <ol style="list-style-type: none"> 1. All new students enrolled in a degree or certificate program. 2. Any student transferring to QVCC who has not successfully completed both an English composition and college level mathematics courses at another college.

	<ol style="list-style-type: none"> 3. Any QVCC student who has not taken the BSA and has accumulated 6 or more credits. 4. Any student registering for a course with a mathematics or English prerequisite. 5. Any prospective student who does not have a high school diploma, GED, or home school completion. <p>The following students are not required to take the BSA:</p> <ol style="list-style-type: none"> 1. Students who have completed an associate's, bachelor's or higher college degree. 2. Non-degree students seeking to enroll in an occasional course for personal enrichment, not to exceed a total of six (6) credits or have BSA prerequisites. 3. Students seeking to enroll only in English as a Second Language courses. 4. Students who present evidence of an SAT (<i>after March 2016</i>) writing and language score of 26 or higher, reading score of 25 or higher or an SAT (<i>before March 2016</i>) critical reading or writing score of 450 or higher or 21 or higher on ACT English or 47 or higher on ACT English and reading. 5. Students who present evidence of an SAT mathematics (<i>after March 2016</i>) score of 530 or higher, or an SAT mathematics (<i>before March 2016</i>) score of 500 or higher or 18-21 or higher on ACT math test. Assessment for placement in higher level mathematics may require testing.
<p>V.D.2.a. Each student demonstrates the attainment of the required program competencies in order to successfully complete the program.</p>	<p>The MLT program coordinator generates a Master Competency form for each new student in the program. This form is a formal record of each student's competency attainment throughout the program. Every instructor in each core MLT course must assess required competencies for their course and then complete the Master Competency Form for each of their students. Students who do not pass all of the required program competencies are not allowed to advance to their clinical internships, and thus cannot successfully complete the program. Each instructor works with individual students who may be having difficulty with a certain skill or competency. All program faculty keep the program coordinator informed of any student who may be having trouble passing a certain competency.</p>
<p>V.D.2.b. Students are apprised of their academic status throughout a course through continuous evaluation and review.</p>	<p>Each instructor must post grades for exams, labs, competencies, etc. for their course in a timely manner in Blackboard grade book. Students have immediate access to their grades. Instructors must keep office hours so students can approach them regarding their grades or for instructors to schedule a one-on-one meeting regarding an individual student's progress. If an instructor has any concerns about a student, they contact the MLT program coordinator to alert them. The program coordinator meets at least once a semester with all MLT students to discuss their academic progress in the program.</p>

<p>V.D.3.a. The educational environment exposes students to relevant work experiences in theory, clinical, and laboratory courses.</p>	<p>The MLT program curriculum consists of core courses that mimic individual laboratory departments. Each course is in a lecture/lab format. Core courses include: Intro to Clinical Lab, Urinalysis and Body Fluids, Phlebotomy, Clinical Hematology, Clinical Chemistry, Clinical Microbiology and Clinical Immunohematology and Serology. All of the MLT instructors are current clinical laboratory scientists. They bring to their classes their experiences based on their years of service as a clinical laboratory scientist. The Allied Health lab classroom is equipped with hematology, chemistry, and coagulation analyzers, test kits and POC instruments as well as manual tests that would be performed in blood bank and microbiology. The students gain a well-rounded, hands-on experience in all clinical departments prior to going on their internships. At their internship site they are taught to perform all of the tests within each clinical department.</p>
<p>V.D.3.b. Students are satisfied with the educational experience and services offered by an institution or program.</p>	<p>According to Resource Assessment/Student Satisfaction survey and Student Rating Forms (evaluations of instructor and class) completed by students during the spring 2019 semester, the majority of the students are satisfied with the instructors, curriculum, learning center, tutoring services, library services, lab equipment and dedicated lab classroom. Some areas that need improvement include the amount of supplies (unfortunately none of the students mentioned exactly which supplies they did not have enough of) and the use of Gradebook in Blackboard. The program coordinator had a conversation with the instructor for the class in questions to find out which supplies the program needed more of. Inputting grades into Blackboard was emphasized during the Adjunct Orientation as well as by the MLT program coordinator during his program faculty meeting. A complete evaluation of student satisfaction is published in the MLT Program Effectiveness Plan and all surveys and rating forms are located in the program coordinator's office.</p>
<p>V.D.4. Students are provided academic progress reports and academic advising to meet their individual educational needs.</p>	<p>Academic advising is a collaborative relationship between a student and an academic advisor. The intent of this collaboration is to assist the student in the development of meaningful educational goals that are consistent with personal interests, values and abilities. This interactive process helps students to approach their education in an organized and meaningful way. While advisors are available to guide and support the student, it is the student who must ultimately assume the responsibility for his/her academic program.</p> <p>It is recommended that students meet with their academic advisor on a regular basis to discuss the following:</p> <ul style="list-style-type: none"> · Exploration of life goals · Exploration of educational/career goals · Discuss transfer opportunities, including transfer articulation agreements · Problem solving & decision making

	<ul style="list-style-type: none"> · Review of academic program · Selection of courses · Scheduling of courses <p>All General Studies and Liberal Arts & Science majors as well as non-degree seeking students can visit the Advising/Career Center in room W107 of the Danielson campus for academic advising. All students enrolled in career programs should meet with faculty and program coordinators within their chosen major. The Advising Center keeps in constant contact with all program coordinators regarding any changes to their curriculum or to obtain updates.</p> <p>Students who do not know who their advisor is may visit the Advising/Career Center; contact them by telephone at 860-412-7226 or by email at advising@qvcc.commnet.edu to find out.</p> <p>In addition, the MLT Program Coordinator meets with students in the program after class, during office hours, or by appointment. During these advising sessions, the student's current schedule is reviewed and inquiries are made as to how the student is doing with their current schedule. A schedule is developed for the next semester as well as for future semesters. All of the MLT faculty keep in constant contact with the program coordinator regarding each student's progress. If the program coordinator feels a student is having difficulties, the student will be contacted to schedule a meeting to discuss any issues.</p> <p>The MLT Program Coordinator is available at all times, not just during registration periods. Students understand they can always email the program coordinator or schedule a time to meet during non-class hours.</p> <p>All advising sessions are recorded in DegreeWorks so that all advisors can see what was discussed during each session.</p>
<p>V.D.5. An institution adheres to its graduation policies and graduates students who have completed all program requirements.</p>	<p>Quinebaug Valley Community College adheres to its graduation policies and graduates students who have completed all program requirements by completing the graduation audit process. In order to initiate the graduation audit process, a candidate for a degree or certificate shall have filed an application for graduation with the Records Office not later than April 1 for spring, June 1 for summer, and November 1 for fall graduation. The application is entered into our Banner system and a Program Evaluation is processed in Degree Works for the degree or certificate in which the student seeks to graduate. During this program evaluation process a Records Office staff member verifies the following general requirements for graduation that are designated in our college catalog: High School Graduation, Degree Candidacy, Fundamental Proficiency, Good Standing, Credits in Residency, and Financial Responsibilities. The outcome of the graduation audit process is</p>

	communicated to the student through their Connecticut Community Colleges' Student Email.
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SECTION E – Program Management and Faculty

Prepared by: John Lewis, Timothy Shizume

Standard	Narrative
V.E.1.a. A program is managed.	The MLT program has a full time program coordinator who is required to manage all program activities, including but not limited to, hiring, supervising and evaluating adjunct faculty, review and revise curriculum as needed, keep track of program statistics, secure internship sites, place and supervise student interns, assist during enrollment activities, work with Marketing to update website information and any print literature, and manage advisory board meetings.
V.E.1.b. The individual(s) responsible for the organization, administration, periodic review, planning, development, evaluation, and general effectiveness of the program has experience in education methodology.	The Program Coordinator responsible for these activities has approximately thirty years of experience teaching MT/MLT students laboratory concepts and skills in the clinical setting as well as teaching supervisors and managers administrative skills. In addition, the current Program Coordinator has three years of experience teaching academic classes at the College level.
V.E.1.c. Individual(s) responsible for program management are provided time, resources, and opportunities for professional development.	<p>The College has a professional development budget funded by the CSCU System. Full time faculty are eligible to apply for funds to attend conferences, seminars, and/or pay for membership in professional societies. The same budget allows for part time faculty to apply for funds as well.</p> <p>The MLT program has a robust budget that is used for equipment, supplies, and can also be used for professional development activities.</p> <p>Program faculty are given time to attend professional development activities even if they are scheduled during the semester.</p> <p>In addition, the college offers multiple professional development activities through the Center for Teaching. The Center for Teaching (CFT) is a program within the Connecticut Community College System that is meant to promote teaching excellence through the sharing of ideas, the interaction of faculty members on each campus, and the creation of coordinated professional development opportunities within and between colleges.</p> <p>The system-wide Center for Teaching supports and develops all-college activities such as the annual Barnes Seminar, the Spirit of Teaching Workshop, the New Faculty Workshop, and the Schwab Institute for Academic Leadership. Annually, each college receives a budget to support and stimulate Center for Teaching activities on its campus.</p>
V.E.1.d. Annual training for individual(s) responsible for program	There are numerous training opportunities available through the College itself, the State of Connecticut, and various webinars, seminars, and conferences which are accessible to the Program Coordinator. Funding for

<p>management are provided for the improvement of education-related management skills.</p>	<p>these is available through the MLT department budget and professional development funds.</p>
<p>V.E.1.e Individual(s) responsible for program management are scheduled non-instructional time to effectively fulfill managerial functions.</p>	<p>The program coordinator is given a release from teaching every semester for program administration/management. For example, a full time faculty member must teach 15 credits per semester, while a program coordinator teaches 12 credit per semester and has a three credit of release time for program administration/management.</p>
<p>V.E.2.a. Faculty consists of qualified individuals who are knowledgeable and current in the specialty field.</p>	<p>The current program coordinator possesses an MT certification along with a doctoral degree and 38 years of experience working in the clinical laboratory setting as well as more than 20 years of documented bench/clinical internship preceptorship and/or college teaching. The PC is qualified to teach clinical lab subjects such as chemistry, hematology, body fluids, immunohematology, and microbiology and phlebotomy. Experience with accreditation processes is a plus.</p> <p>All of the MLT adjunct instructors are current clinical laboratory scientists and some are specialists in individual subjects such as clinical microbiology.</p> <p>Please see Faculty Data Sheets in the accompanying required exhibits documents.</p>
<p>V.E.2.b. Faculty receive training in educational methods, testing, and evaluation and evidence strength in instructional methodology, delivery, and techniques as indicated by evaluation by supervisory personnel within 30 days of beginning instruction, and annually thereafter.</p>	<p>Upon hiring adjunct faculty, the program coordinator provides training in syllabus development, competency assessment, curriculum requirements, as well as a full review of the equipment and test kits in the Allied Health Lab classroom. Adjuncts who are in their first semester teaching will be evaluated by the program coordinator or their designee.</p> <p>Newly hired full time faculty are given a faculty mentor to advise on/assist with instructional and administrative duties. Full time faculty members are evaluated during their first semester by the Dean of Academics or their designee.</p> <p>The Educational Technologist is available to all faculty for one-on-one training in Blackboard gradebook set-up or any other Blackboard management questions. Below is the link for faculty to access regarding Bb training. https://qvcc.edu/student-resources-2/student-resources/educational_technology/blackboard_resources/</p> <p>Links to Adjunct Faculty Handbook and Faculty Resources https://qvcc.edu/faculty-staff-resources/adjunct_faculty/ https://qvcc.edu/faculty-staff-resources/</p>
<p>V.E.2.c. Personnel records for all full-time and part-time (including</p>	<p>Retention of Faculty and Personnel Records</p> <p>B. Faculty</p>

<p>adjunct) faculty meet the requirements of Appendix E, Section B, Records Maintenance, and are up to date and maintained in a well-organized and easily accessible manner.</p>	<p>1. Signed job description appropriate to position and level of responsibility. Kept in HR</p> <p>2. Resume or curriculum vitae. Kept in personnel file in Academic Dean’s Office. Office is locked outside of business hours and attended at all times during business hours, files are only accessible to employees of the Academic Dean’s office or with the permission of the Academic Dean. Records are kept permanently.</p> <p>3. Evidence of all certificates, diplomas, and/or degrees (official or unofficial transcripts). Kept in personnel file in Academic Dean’s Office. Office is locked outside of business hours and attended at all times during business hours, files are only accessible to employees of the Academic Dean’s office or with the permission of the Academic Dean. Records are kept permanently.</p> <p>4. Evidence of current license, certification or other credential as required by local, state, and/or federal laws to work in the field. Kept in personnel file in Academic Dean’s Office. Office is locked outside of business hours and attended at all times during business hours, files are only accessible to employees of the Academic Dean’s office or with the permission of the Academic Dean. Records are kept permanently.</p> <p>5. Annual performance evaluations by supervisor. Kept in personnel file in Academic Dean’s Office. Office is locked outside of business hours and attended at all times during business hours, files are only accessible to employees of the Academic Dean’s office or with the permission of the Academic Dean. Records are kept permanently.</p> <p>6. Evidence that classroom evaluation for new instructors is completed within 30 days of beginning instruction. QVCC evaluates all new instructors in the first semester they are teaching. Kept in personnel file in Academic Dean’s Office. Office is locked outside of business hours and attended at all times during business hours, files are only accessible to employees of the Academic Dean’s office or with the permission of the Academic Dean. Records are kept permanently.</p> <p>7. Documentation of continued professional development. Kept in various places – mandatory training is kept in HR, most other things are kept in employee’s own files. Starting in August 2019, documentation of continued professional development and in-service training will be kept in the faculty’s personnel file that is located in the Academic Dean’s Office. Records will be kept permanently.</p> <p>8. Documentation of participation in in-service training.</p>
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	<p>Starting in August 2019, documentation of continued professional development and in-service training will be kept in the faculty's personnel file that is located in the Academic Dean's Office. Records will be kept permanently.</p> <p>9. Fully completed, signed and annually updated ABHES Faculty Data Sheets. Saved electronically on MLT Program Coordinator's office PC. No one else will have access to them and they will be kept for as long as a faculty member is working for QVCC.</p> <p>10. Completed Hepatitis B immunization or declination forms for at risk faculty: kept in personnel file in Academic Dean's Office. Office is locked outside of business hours and attended at all times during business hours, files are only accessible to employees of the Academic Dean's office or with the permission of the Academic Dean. Records are kept permanently.</p>
<p>V.E.2.d. Faculty meetings are held and the minutes are recorded.</p>	<p>The program coordinator holds a meeting with his adjuncts once per semester. Dates and times vary depending on schedules. Minutes are kept by the program coordinator. The Program Coordinators Meeting for all career program heads, is held 2-3 times a semester and minutes are kept.</p> <p>The College holds full faculty meetings each semester and minutes are kept by the Assistant to the Academic Dean.</p>
<p>V.E.3.a. Faculty number support program goals, stated educational objectives, and enrollment.</p>	<p>The MLT program has one full time faculty member and from 2-3 adjunct faculty depending on the semester. General educational courses are taught by full time faculty, with additional sections taught by qualified adjunct faculty.</p>
<p>V.E.3.b. Laboratory ratio of students to instructor does not exceed 20 to 1.</p>	<p>All MLT core courses (HLT 141, MLT 101, 102, 200, 202, 204, 206) are capped at 20 students., with one faculty member teaching these courses.</p>
<p>V.E.3.c. Teaching loads for instructors are reasonable at all times.</p>	<p>The MLT Program Coordinator develops the course schedule for the program. The PC determines the teaching schedule based on the union contract teaching load specifics. The Program Coordinator is required to teach 12 contact hours and has a 3 credit course release for administrative duties. Adjunct instructors are allowed to teach up to 8 credits/semester, based on the current union contract. The Program Coordinator determines which courses are given to each adjunct, based on their area of expertise as well as their place on the adjunct pool seniority list.</p>
<p>V.E.4. Faculty participate in in-service training with a focus on effective teaching methodology and at</p>	<p>Faculty attend Lunch and Learns that are managed and delivered by the Center for Teaching Committee. Topics for each Lunch and Learn promote teaching excellence through the sharing of ideas, teaching methodologies, educational technology, along with the interaction of faculty members. Both</p>

<p>least twice annually.</p>	<p>full time and adjunct faculty are invited to each session. There are approximately 6-9 Lunch and Learns each semester with topics including: FERPA, Guided Pathways, Challenges of Staying Engaged in Teaching, etc.</p> <p>Below is the link to the Center for Teaching page https://qvcc.edu/faculty-staff-resources/cft/</p>
<p>V.E.5. Faculty is required to participate in professional growth activities annually.</p>	<p>As part of their evaluation process, full time faculty must participate in professional growth activities. These activities include but are not limited to participating in continuing educational unit workshops, seminars, self-study courses, attending professional conferences.</p>

SECTION F – Safety

Prepared by: Paul Martland

Standard	Narrative
<p>V.F.1. Programs establish and publish security, safety, and infection control policies in compliance with applicable local, state, and federal regulations.</p>	<p>QVCC is required to comply with the Cleary Act and has policies and procedures that pertain to that Act in addition to other safety policies and procedures. One of the requirements is to publicly post an annual Campus Safety Report, which can be accessed by the following link: https://qvcc.edu/discover-qvcc/locations-and-directions/campus-offices/human-resources/affirmative-action/</p> <p>In addition, the College has an Environmental Health & Safety (EHS) Committee that created policies and procedures on: Bloodborne Pathogen Exposure Control Plan Student Safety Contract Chemical Hygiene Plan</p> <p>All students in the biology, chemistry, MLT, and medical assisting courses must read and sign the Student Safety Contract. The Contract details all of the safety requirements for these courses, including but not limited to wearing lab coats, gloves, eyewear, and any other PPE.</p> <p>The EHS Committee meets monthly and maintains minutes of each meeting.</p>

SECTION G - Student and Graduate Services

Prepared by: Sara Van Orden, Katie Gregory

Standard	Narrative
<p>V.G.1. A program provides a variety of student support services.</p>	<p>QVCC offers support in the following areas: Admissions Associate Director- outreach to High schools and QV students Advising Center- Consist of a student support team that onboards, follows and advises students. Including Early alerts for students not attending class.</p>

	<p>Career Counselor- Job placement and career exploration Counselor- Crisis intervention and supportive counseling and referrals. Financial Aid- two positions assist with financial aid Veterans Liaison- advises and manages all Veteran students Registrar and Associate Registrar – performs transfer and graduation audit functions LEAP coordinator- helps students with onboarding and early success Allied Health advisor- All Pre- medical students and Allied health students Learning Disabilities Specialist Administrative assistant- enters all applications and other Banner information Secretary- helps students with general questions and paperwork. Learning Center – provides tutors and other academic assistance Library – provides library services</p>
<p>V.G.2. A program actively assists graduates with career placement.</p>	<p>QVCC Career Services offer resume, cover letter, interview skills, job search and other career related advising to all of our credit and non-credit students. Our job portal, College Central Network (CCN) is available for students wishing to create or post their resume and to search for jobs. Employers are able to view students’ resumes posted on CCN. Big Interview is also available for students, and is a web-based interview practice tool. Individual appointments are available to every credit and non-credit student so that they can receive personalized services and advising tailored to their needs and particular job search, including career/major exploration for undecided students.</p> <p>The MLT program coordinator assists graduates in their job search and provides references, and is in constant contact with the local employers regarding their open positions and works to place graduates in those positions.</p>

SECTION H – Disclosures

Prepared by: Timothy Shizume

Standard	Narrative
<p>V.H.1. A program is approved by the Commission.</p>	N/A
<p>V.H.2. A program accurately presents its accreditation status to the public.</p>	<p>The MLT program accurately presents its accreditation status to the public. Please see link below: https://qvcc.edu/programs/academics/academic-degrees-certificates/lab-tech/</p>
<p>V.H.3. All representations regarding the program are accurate, complete, and not misleading.</p>	<p>The MLT program accurately represents its program information. Please see the link below: https://qvcc.edu/programs/academics/academic-degrees-certificates/lab-tech/</p>

SECTION I – Student Achievement and Program Effectiveness

While each program must represent each element required of the PEP, the plan may be a comprehensive one which collectively represents all programs within the institution or may be individual plans for each distinct program.

Prepared by: Timothy Shizume

Standard	Narrative
<p>V.I.1.a. A program demonstrates that students complete their program.</p>	<p>*NOTE: All applicants for accreditation must be able to substantiate its retention rates by using the ABHES Retention Backup Documentation form available for download at http://www.abhes.org/annualreport.</p> <p>The MLT program started offering courses in January 2017 and graduated its first 2 students in May 2019. Seeing that the majority of the students enrolled in the program work full time and attend school part time, it is anticipated that there will be a larger graduating class in May 2020.</p> <p>Please see the completed ABHES Retention Backup Document in the accompanying required exhibits documents.</p>
<p>V.I.1.b. A program demonstrates graduate participation in credentialing examinations required for employment.</p>	<p>Since the MLT program is not yet accredited, graduates cannot take a credentialing exam. The two graduates from May 2019 knew that upfront and are currently working as certified phlebotomists. Upon speaking with the American Medical Technologist agency, once QV’s MLT program is accredited, those graduates and future graduates will be able to take their MLT certification exam.</p>
<p>V.I.1.c. A program demonstrates that graduates are successful on credentialing examinations required for employment.</p>	<p>*NOTE: All applicants for accreditation must be able to substantiate its credentialing rates by using the ABHES Credentialing Backup Documentation forms available for download at http://www.abhes.org/annualreport.</p> <p>Since the MLT program is not yet accredited, graduates cannot take a credentialing exam. The two graduates from May 2019 knew that upfront and are currently working as certified phlebotomists. Upon speaking with the American Medical Technologist agency, once QV’s MLT program is accredited, those graduates and future graduates will be able to take their MLT certification exam.</p>
<p>V.I.1.d. A program demonstrates that graduates are successfully employed in the field for which they were trained.</p>	<p>*NOTE: All applicants for accreditation must be able to substantiate its placement rates by using the ABHES Placement Backup Documentation form available for download at http://www.abhes.org/annualreport.</p> <p>The MLT program graduated their first 2 students in May 2019. One of the graduates is currently working as a phlebotomist/lab assistant at the facility he interned with and the other graduate was hired as an MLT by the hospital laboratory where her clinical internship II was performed.</p>

	Please see the completed ABHES Placement Backup Document in the accompanying required exhibits documents.
V.I.1.e. A program demonstrates that its required constituencies participate in completing program surveys.	The MLT program developed surveys for current students in the program, graduates, and internship sites. Resource/Program assessment satisfaction surveys are sent out every semester starting in Spring 2019. Graduate surveys and internship site surveys were sent out in August 2019. Student Rating Forms for each course are given to students to evaluate the course and instructor.
V.I.1.f. A program demonstrates that each constituency satisfaction rate is determined based on program surveys.	According to the satisfaction surveys sent to the two Clinical Sites, both sites strongly agreed the students were well prepared for their internships. One site did mention one specific skill that the program needed to emphasize more. According to the Student Satisfaction/Resource Surveys that were give to all MLT courses in the Spring 2019 semester, generally students are satisfied with all aspects of the MLT program. However, many areas of improvement were noted and are being worked on. Please see the MLT Program Effectiveness Plan for complete comprehensive evaluation and analysis of data collected from all constituencies surveyed, along with action plans in the accompanying required exhibits documents.
V.I.2. A program has an established documented plan for assessing its effectiveness annually as defined by specific outcomes.	The MLT program has a program effectiveness plan that was developed in Spring 2019 and is currently an active plan. Please see the MLT Program Effectiveness Plan for complete comprehensive evaluation and analysis of data collected from all constituencies surveyed, along with action plans in the accompanying required exhibits documents.
The Program Effectiveness Plan clearly describes the following elements:	
a. program retention rate	*NOTE: All applicants for accreditation must be able to substantiate its retention rates by using the ABHES Retention Backup Documentation form available for download at http://www.abhes.org/annualreport . The MLT program has a 50% retention rate. Please see the Retention Back-up Form. This information is in the current Program Effectiveness Plan. Upon reviewing preliminary re-enrollment data obtained by the Registrar's office, approximately 40% of the MLT students who were registered for classes in spring 2019 have not registered for classes in fall 2019. The MLT program coordinator has contacted all of those students to obtain reasons for the non-returning students. Some reasons include but were not limited to delay in the MLT program's accreditation process, transfer to other programs, and lack of financial aid.
b. credentialing examination participation rate	Since the MLT program is not yet accredited, graduates cannot take a credentialing exam. The two graduates from May 2019 were aware of this prior to graduation. Upon speaking with the American Medical Technologist

	agency, once QVCC's MLT program is accredited, those graduates and future graduates will be able to take their MLT certification exam. This information is in the current Program Effectiveness Plan.
c. credentialing examination pass rate	*NOTE: All applicants for accreditation must be able to substantiate its credentialing rates by using the ABHES Credentialing Backup Documentation form available for download at http://www.abhes.org/annualreport . Since the MLT program is not yet accredited, graduates cannot take a credentialing exam. The two graduates from May 2019 were aware of this prior to graduation. Upon speaking with the American Medical Technologist agency, once QV's MLT program is accredited, those graduates and future graduates will be able to take their MLT certification exam. This information is in the current Program Effectiveness Plan.
d. job placement rate	*NOTE: All applicants for accreditation must be able to substantiate its placement rates by using the ABHES Placement Backup Documentation form available for download at http://www.abhes.org/annualreport . The MLT program graduated their first 2 students in May 2019. One of the graduates is currently working as a phlebotomist at the facility he interned with and the other graduate was hired as an MLT by the hospital where she last interned. This information is in the current Program Effectiveness Plan.
e. satisfaction surveys of students, clinical extern affiliates, graduates, and employers	Surveys have been sent out to all of these constituents. Data, along with assessment and action plans related to satisfaction of students, clinical internship site, and graduates is in the current Program Effectiveness Plan.
f. delivery method assessment	N/A The MLT program is completely on-ground.
g. curriculum assessment	Based on surveys, advisory board input and conversations with clinical sites, faculty and students, the curriculum does prepare students well for their internship experience and provides a comprehensive education in medical laboratory technology. Additional information on curriculum assessment is in the current Program Effectiveness Plan.

SECTION J – Student Record Management

Prepared by: Nicole Marcoux-Bowen

Standard	Narrative
V.J.1. A program maintains academic transcripts indefinitely, and other academic records that comply with Appendix E, Section A (Record Maintenance).	A. Student Records (current, withdrawn, graduate, LOA) 1. Enrollment agreement: The MLT Enrollment Agreement is maintained in the student file in Admissions and a copy is maintained in the MLT Program Coordinator's office. The completed admissions applications are maintained indefinitely by the

	<p>Records Office in paper form, in a student’s file. Accessibility is limited to QV faculty and staff.</p> <p>Registration forms are indefinitely maintained by the Records Office and are kept in a locked vault. These are only accessible to Records Office staff, or QV faculty and staff by request.</p> <p>2. Signed attestation of high school graduation or equivalent (e.g. diploma, transcript or GED):</p> <p>Maintained indefinitely by the Records Office in paper form, in a student’s file. Accessibility is limited to QV faculty and staff.</p> <p>3. Admission determination documentation (e.g., admission exam, counseling documentation for students admitted under an ability-to-benefit determination):</p> <p>Placement testing (BSA) documentation is maintained indefinitely by the Records Office in paper form, in a student’s file. Accessibility is limited to QV faculty and staff.</p> <p>5. Academic transcripts:</p> <p>Maintained indefinitely by the Records Office. This is maintained in our Student Banner System. Accessibility is limited to QV faculty and staff.</p> <p>Students are able to request official copies of their transcripts or view their unofficial transcript via their Mycommnet account.</p>
<p>V.J.2. A program maintains records of externship and clinical site evaluation of student performance during externships and external clinical experiences.</p>	<p>The MLT program coordinator maintains all records pertaining to students participating in their internships, which includes, but not limited to, their health records required by internship sites, the student’s evaluation of the site as well as the site’s evaluation of the student, time sheet of internship hours, and journal written during internship. Records are maintained in the program coordinator’s locked office.</p>

CHAPTER VI DEGREE PROGRAM STANDARDS

This section must be completed for each program in which a degree is awarded. Refer to the ABHES Accreditation Manual at www.abhes.org/accreditationmanual to review the detailed explanations for each standard. **These explanations provide essential guidance on the expectations of ABHES.**

SECTION A – Occupational and Applied Science Degrees

This Section Not Applicable

Prepared by: _____

Standard	Narrative
VI.A.1. All courses and experiences are clearly postsecondary in nature and emphasize both the achievement of vocational/occupational objectives and applied general education.	
VI.A.2. Faculty consists of qualified individuals.	
VI.A.3. Learning resources exist to complement the degree program(s).	
VI.A.4.a. A program meets the required minimum level of credit hours (or its recognized equivalent) in total content and hours of occupational and general education courses.	
VI.A.4.b. The primary purpose of occupational degree programs is technical in nature with courses focused on the attainment of necessary skills to enter a chosen employment field.	
VI.A.5. Advertising and promotional materials contain clear and provable statements.	

SECTION B – Academic Associate Degrees

This Section Not Applicable

Prepared by: M'Lyn Hines, William Army, Matt Soucy, Sarah Hendrick

Standard	Narrative
<p>VI.B.1. Courses and experiences are clearly postsecondary in nature collegiate level and emphasize both the achievement of vocational objectives and general education.</p>	<p>All of the courses at QVCC are clearly post-secondary in nature, and that is no different for the MLT program. The MLT program consists of 63 credits, with 34 credits being in the general education areas such as English, math, and science and 29 being in the core MLT area. The CSCU Board of Regents require that all AS degrees be only 60 credits due to the Transfer Pathways agreement with the CT State Universities, so the MLT program proposal had to get special permission from the BOR to be at 63 credits.</p>
<p>VI.B.2. Faculty consists of qualified individuals.</p>	<p>All of the faculty at QVCC must show proof of qualifications prior to being hired, and this is no different for the MLT faculty. Full time faculty must have at least a Masters degree in the field teaching in or a closely related field, provide official transcripts of all degrees, and provide proof of certification or licensure, if required by the field. They should also possess at least three years of teaching experience. Adjunct faculty can have a minimum of a Bachelors degree in the field teaching in or closely related field and must possess a certification or licensure if required by the field. Adjuncts must also submit official transcripts for all degrees and any copies of any relevant certifications or licensures. All of the faculty for the MLT program possess the proper qualifications. The College's Title IX statement can be found at the following link: https://qvcc.edu/discover-qvcc/locations-and-directions/campus-offices/human-resources/affirmative-action/presidentstatement/ Please Faculty Data Forms for the program coordinator and adjunct faculty are in the accompanying required exhibits documents.</p>
<p>VI.B.3.a Library resources exist to complement the program(s).</p>	<p>General Description of Library</p> <p>The Quinebaug Valley Community College Library subscribes to the principles held forth in the American Library Association's (ALA) Library Bill of Rights and its Code of Ethics. The Library fosters student success by teaching essential skills, building essential collections, providing essential resources and point-of-need support. We offer students, faculty, staff, and community users a welcoming space to gather, study, reflect, question, and learn.</p> <p>The main library is located on the second floor of the Danielson campus, accessible by staircase, ramp, elevator, and through an entrance in the Learning Center. Hours change contingent on the academic calendar. Library services include circulation, reference, instruction, online research guides, scaffolded research, media, reserves, interlibrary loan and resource sharing, collection development, acquisitions and cataloguing, and archives. Supplemental library services are also offered at QVCC's satellite facility at Windham Technical High School in Willimantic (known as QV@WT), including instruction, reference appointments, and material delivery. The QVCC Library is staffed by four full-time professionals and para-professionals, including a Director of</p>

Library Services, a Reference and Instruction Librarian, a Librarian Associate II and a Librarian Associate I. The director and the librarian hold master's degrees in library and information studies from ALA-accredited institutions; one para-professional holds a bachelor's degree and one an associate's degree.

Overview of Library Resources

The collection in the main library consists of approximately 27,500 circulating print books and 200 non-circulating reference titles, 74 print serials, and over 2,300 DVD/Blu-ray titles. Through purchases of digital resources and through subscription to numerous electronic databases, the QVCC Library provides access to 230,000 academic and reference e-book titles; over 40,000 journal, magazine, and newspaper titles, many of which are full-text and peer-reviewed; millions of sourced images, approximately 300,000 video segments; and, thousands of multimedia resources. Electronic subscriptions can be searched and retrieved at various levels of content access, such as full-text, indexed with abstracts, indexed with full citation, streamed, and downloaded in whole or in part. Students, faculty and staff have the ability to access the Library's electronic resources remotely using a NetID and password at the Connecticut Community College portal, myCommNet.

The library's ability to provide both print and electronic resources to meet students' research and learning needs was greatly expanded in January, 2017, when Connecticut's 12 public community colleges, four state universities, Charter Oak College and the Connecticut State Library launched a new resource-sharing consortium, the Connecticut State Colleges and Universities Integrated Library Project (CSCU-ILP). Using a shared discovery tool, our students may now search the print collections of all 18 member-institutions and instantly request delivery of resources not otherwise available on the QVCC campus; the consortium partnership also expanded the wealth of electronic resources available, including many in full-text format. Through interlibrary loan services provided by our librarians, students may also obtain access to materials available from libraries outside the consortium and beyond the borders of Connecticut.

In support of online learning, and to facilitate electronic modes of research and document delivery, the QVCC Library provides students with networked workstations and peripherals: 58 PCs, eight Macs, three multimedia viewing stations, seven printers (including one wireless printer for students with laptops, Chromebooks, or smartphones), two photocopiers, and access to phone chargers and flash drives. At the QV@WT satellite, students have access to 10 PCs, one printer, copier services, flash drives, and chargers. At both locations, students have free Wi-fi access.

Additionally, the Library maintains and lends an inventory of media equipment, purchased to support classroom teaching and learning. Equipment includes, but is not limited to, digital photography and video cameras, LCD panels and projectors, document cameras and overhead projectors, iPods and digital recorders, microphones, laptop computers, and plasma television displays. Beginning in 2019-2020, with grant

funding provided by the National Network of Libraries of Medicine/New England Region, and in collaboration with QVCC's office of disability services, the library will have new adaptive equipment available for student borrowers, such as voice recorders and smartpens.

Librarians provide support for faculty teaching in the college's online classrooms, hosted by the Blackboard Learning System, where the library's subscription-based resources may be added to course shells using hyperlinks directed through the proxy server. Librarians also create assignment-specific research and resource guides posted to the Library website and, frequently, embedded in Blackboard course shells along with how-to video tutorials.

Student learning and research is directly supported by two full-time librarians who offer one-on-one scaffolding in the library and who teach Information Literacy Instruction (ILI) classes, both in the library classroom computer-lab and in faculties' classrooms. Working closely with faculty, librarians design each unit of ILI to meet the unique needs of specific course assignments and learning outcomes. During the 2018-2019 Academic Year, for example, QVCC librarians taught 48 units of ILI attended by over 900 students at the Danielson campus and QV@WT. ILI program performance is assessed each semester through the distribution of exit-ticket surveys, student and faculty surveys following research assignment completion; grading of student citations in some courses; and review of authentic student work products in others.

Resources to support the Medical Laboratory Technician Program

The QVCC Library develops its collections using a needs-analysis model, which demands an understanding of library patrons—their goals and their needs—along with a rigorous survey of the already existing collection. In keeping with the “learners first” philosophy of the college, the Library makes student-centered decisions, based on the course curricula, with an emphasis on accredited programs. Print volumes and DVDs are added based upon faculty request, student need, ongoing assessment of the relevance and currency of the collection, the availability of new or updated publications, and the availability and accessibility of those same titles among the library's electronic and streaming resources.

QVCC librarians periodically evaluate the requirements of the medical technology core and career courses to ensure that the appropriate information resources are available to students working on assignments, and as a support to the overall General Education Outcomes of the Medical Laboratory Technician degree. In direct support of the Medical Laboratory Technician Program, the Library's collections include over 1400 circulating and reference print titles. DVD titles targeting Medical Laboratory Technician students number approximately 106 (does not include nursing-related) or 112 (includes nursing-related). Print volumes unavailable at the QVCC Library may be borrowed through direct resource sharing within the C SCU-ILP consortium—using the shared discovery tool, students locate the desired resource and submit a request for

transit to QVCC. Print resources unavailable through the consortium may be requested through librarian-mediated interlibrary loan (ILL). Below is a list of print books currently available for MLT students to borrow from the QVCC Library:

Blood Cells: Morphology & Clinical Relevance
Body Fluids Morphology Bench Guide
BOC Study Guide Enhanced Edition Clinical Lab Exam 6E
Practical Lab Diagnosis of Dx: Clinical Chemistry
Blood Cells Grading Guide 2nd Edition
Case Studies in Hematology and Coagulation 2nd edition

The library's e-book collection, with several full-text reference and academic databases, has over 14,500 (including nursing) OR 11,600 (not adding nursing as a search term) titles relating to medicine, health care, and biology, including over 822 titles dealing with specific topics in allied health and medical services. Students may search within specific e-book databases or may search all e-books at once by using the library's discovery tool. A streaming video service provides students and faculty with access to 11,400 documentary titles (31,600 searchable video segments) relating to health and medicine, biology, and allied health. The Library's electronic collections also include thousands of subscriptions to health and medical-related full-text journals and magazines, available through several dozen databases. All these electronic resources are accessible remotely using a NetID and password at the Connecticut Community College portal, myCommNet.

Through EBSCOhost Online Research Databases, students and faculty can search:

- CINAHL – Comprehensive searchable database for nursing and allied health journals and magazines. More than 600 full-text journals; more than 5,500 indexed journals; more than 6,000,000 archived records (some full-text dating back to 1981), and searchable cited references.
- Health Source: Nursing/Academic Edition – Full-text scholarly journals focused on many medical disciplines, with an emphasis on nursing and allied health. 330 full-text journals (including 260 peer-reviewed); 830 indexed journals with abstracts.
- Medline – Over 5,000 indexed journals with abstracts containing medical information and medical journal coverage relating to medicine, nursing, health care, pre-clinical sciences, and more. Includes some full text coverage dating back to 1965; and indexing back to 1949.
- Academic Search Premier. A multi-disciplinary database with coverage in the areas of biology, chemistry, health, medicine, etc., includes over 18,000 indexed and abstracted journals and magazines (more than 15,000 peer-reviewed). Over 4,600 journals are available in full-text, including more than 3,900 peer-reviewed titles.

Through Gale Cengage Learning, students and faculty can search:

- Health & Wellness Resource Center - Comprehensive consumer health resource with multimedia coverage on a full range of health-related issues, including disease and disorder information, drugs, diagnostics and tests, therapies and treatments. More than 1,300 top medical journals and 2,200 general interest publications, more than 75% of which is full-text; full-text e-reference from specialized health-related encyclopedias; streaming video and transcripts from Harvard Health Publications Group, Mayo Clinic Video, and more; and directory searching for clinics, medical centers, and foundations.
- Health Reference Center Academic – Full-text nursing and allied health journals, along with personal health information sources. More than 28,000,000 articles as of May 23, 2019.
- Science in Context. Millions of full-text articles from science encyclopedias, reference books, national and global periodicals. Topics covered include: biology, chemistry, earth and space science, environmental science, health and medicine, history of science, life science, physics, science and society, science as inquiry, scientists, technology and wildlife. Also includes images, videos, and over 200 experiments and projects.

Through Infobase, students and faculty can search:

- Issues & Controversies. Thousands of articles present the background information and opposing viewpoints on matters of public policy debate. Topics addressed include many in the areas of health care and medicine.

Research guides developed by librarians in collaboration with Allied Health faculty direct students to this rich array of electronic resources and also to recommended, high-quality websites and information portals, such as those curated by the National Network of Libraries of Medicine, the National Institutes of Health, and the Centers for Disease Control. Librarians prepare and provide information literacy instruction for Allied Health classes that teaches critical source evaluation skills and provides scaffolding for student inquiry and research. During the 2018-2019 academic year, for example, two ILI sessions were conducted for Allied Health courses and three online resource guides were created, introduced to students taking these courses, and made available online.

In summary, the QVCC Library maintains a comprehensive collection of print and digital information resources to support the Medical Laboratory Technician Program's core and career courses. In keeping with the "learners first" philosophy of the college,

	<p>the librarians at QVCC make it their mission to teach students in the Medical Laboratory Technician Program how to access, evaluate, and integrate information resources into their assignments. The Library uses systems of regular collection evaluation and patron assessment to provide relevant, up-to-date services to all of its populations.</p>
<p>VI.B.3.b. An individual with professional academic education and experience supervises an institution's library.</p>	<p>The director of QVCC's library has a Master's degree in Library and Information Studies and has six years of higher education experience.</p>
<p>VI.B.4. Institutions offering degree programs provide comprehensive student services to support the programs offered and the size and characteristics of the student body.</p>	<p>QVCC provides a broad array of services to assist students, including admissions and orientation programming, financial aid, academic advising, disability services, veterans' services, and employment and career services. Services are designed to improve student success and improve student engagement.</p> <p>Admissions and orientation: QVCC admissions is focused on the College's services area- primarily Windham County, CT and nearby areas in Rhode Island and Massachusetts. Admissions representatives visit high schools in the services area, providing enrollment and programmatic information. QVCC also participates in college fairs, along with providing several information and enrollment events on campus throughout the year.</p> <p>Future students are encouraged to attend a LEAP (Learn, Enroll, Assess, Proceed) workshop to familiarize them with the College's web-based processes and systems, including student email and online registration, course search, and academic records. New Student Orientation is offered before the beginning of each fall semester. The event is an interactive orientation modeled after a conference-type gathering, complete with workshops and breakout sessions relevant to student success and engagement. Students attend a Welcome and Question and Answer session, followed by two workshops with six different breakout sessions from which the student can select. Topics include: how to get involved, self-care tips for college students, monitoring academic progress, programmatic and transfer overviews, and math tips for success. Student then meet and interact with faculty, staff and other students, making informal connections that foster their success as new students.</p> <p>Financial Aid: QVCC participates in the Federal aid programs, including Pell grants, SEOG, and Federal Work Study. The college also administers State funded grants, and a substantial scholarship program, funded by the College Foundation. Students are guided through the process of applying for aid and scholarships, and more than 65% of students receive some form of financial assistance.</p> <p>Academic advising: Advising is available to students in a variety of ways. All students are assigned an advisor, often a faculty member in their area of study. The Student Success Center also houses several professional advisors who are available on a walk-in basis. Students can also access their academic progress online, using DegreeWorks, which will identify the program requirements already completed and those that still need to be taken. Students are encouraged to meet with their advisors during 'Advising Month' during each semester, in preparation for registration opening for the coming semester.</p>

	<p>Career Services: QVCC provides students and alumni with career assistance, both through group workshops and available one-on-one assistance. The services provided include career counseling and exploration, interview and job search skills development, resume and cover letter reviews, and on-campus employer recruiting events.</p> <p>Disability Services: QVCC is committed to the goal of achieving equal educational opportunity and full participation for individuals with disabilities. Students who wish to disclose a disability are encouraged to do so as early as possible in the semester. A professional Disabilities Services Advisor is available in the Student Success Center, and will work with students and their faculty to develop reasonable accommodations for documented disabilities.</p> <p>Veterans Services: The QVCC Veterans Services provides focused services for Services for veterans and military family members. These services include assisting students with using education benefits that they have earned, providing academic advising, and referring veterans to services available in the community. Also, the Veterans Oasis is a dedicated lounge area for recreation and socialization as well as a separate space for quiet study and computer work.</p> <p>Each of these services is available during regularly scheduled hours of operation. To ensure services are provided by highly qualified professionals, the College follows the hiring process of Connecticut State College and Universities, which determines position descriptions and minimal qualifications for each posting. Students are made aware of the services available to them during the recruitment process, and throughout their enrollment. Services are detailed in the Student Handbook, the College Catalog, and the College website. Special events (Advising Month, for instance) are promoted with email and texting, posters, social media, external signage, print media, and in-class announcements.</p>
<p>VI.B.5. Advertising and promotional materials contain clear and provable statements.</p>	<p>All marketing materials such as the program’s website, handbook, etc. state the full name of the degree along with the requirements and curriculum and program accreditation status. Please see the link below to the program’s webpage and handbook: https://qvcc.edu/programs/academics/academic-degrees-certificates/lab-tech/</p>
<p>VI.B.6.a. The program meets the required minimum level of credit hours (or its recognized equivalent) in total content and hours of occupational and general education courses.</p>	<p>The MLT program consists of 63 credits, with 30 credits being in the general education area and 33 being in the core MLT area. The CSCU Board of Regents require that all AS degrees be only 60 credits due to the Transfer Pathways agreement with the CT State Universities, so the MLT program proposal had to get special permission from the BOR to be at 63 credits.</p>
<p>VI.B.6.b. Program curricula reflect the achievement of vocational objectives.</p>	<p>The Connecticut State Colleges and Universities (CSCU) System Board of Regents requires that all degrees awarded by QVCC contain approximately 30-34 general education credits. General education credits are in English, math, biology, chemistry, humanities, and social sciences.</p> <p>The College accepts transfer credits from regionally accredited institutions. Minimum grade for transfer is a C-. Students must meet the 25% residency requirement to earn a degree from QVCC.</p>

<p>VI.B.7. An institution adheres to its admissions policies and enrolls students who possess, at a minimum, a high school diploma or a recognized equivalency certificate.</p>	<p>Quinebaug Valley Community College maintains an open admissions policy, extending the opportunity for higher education to all who want to prepare more fully for effective participation in modern society. Students must be graduates of an approved secondary school, hold a state high school equivalency diploma (GED), or be certified as home-school completion. Students cannot graduate with a degree or certificate without proof of high school graduation on file with the college. Prospective students who are still in high school must meet specific placement scores prior to acceptance. After acceptance, the College assesses students' skills in English and mathematics using a computer-based Basic Skills Assessment (BSA). Students, with their advisors, use this information to make decisions about the kinds of courses students are prepared to take. Students who submit evidence of SAT or ACT scores with high enough scores or college level coursework with a grade of C- or higher are waived from the assessment. Students must meet course prerequisites before registering for specific general education and core program classes.</p> <p>Information on Basic Skills Assessment Quinebaug Valley Community College assesses students' skills in English and mathematics using a computer-based Basic Skills Assessment (BSA). Students, with their advisors, use this information to make decisions about the kinds of courses students are prepared to take.</p> <p>QVCC requires that the following students take the BSA:</p> <ol style="list-style-type: none"> 6. All new students enrolled in a degree or certificate program. 7. Any student transferring to QVCC who has not successfully completed both an English composition and college level mathematics courses at another college. 8. Any QVCC student who has not taken the BSA and has accumulated 6 or more credits. 9. Any student registering for a course with a mathematics or English prerequisite. 10. Any prospective student who does not have a high school diploma, GED, or home school completion. <p>The following students are not required to take the BSA:</p> <ol style="list-style-type: none"> 6. Students who have completed an associate's, bachelor's or higher college degree. 7. Non-degree students seeking to enroll in an occasional course for personal enrichment, not to exceed a total of six (6) credits or have BSA prerequisites. 8. Students seeking to enroll only in English as a Second Language courses. 9. Students who present evidence of an SAT (<i>after March 2016</i>) writing and language score of 26 or higher, reading score of 25 or higher or an SAT (<i>before March 2016</i>)critical reading or writing score of 450 or higher or 21 or higher on ACT English or 47 or higher on ACT English and reading. 10. Students who present evidence of an SAT mathematics (<i>after March 2016</i>) score of 530 or higher, or an SAT mathematics (<i>before March 2016</i>) score of 500 or higher or 18-21 or higher on ACT math test. Assessment for placement in higher level mathematics may require testing.
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**CHAPTER VII – MA
PROGRAMMATIC EVALUATION STANDARDS
FOR MEDICAL ASSISTING**

X This Section Not Applicable

SECTION A –Curriculum, Competencies, and Externship

Prepared by: _____

Standard	Narrative
MA.A.1. The depth and breadth of the program’s curriculum enables graduates to acquire the knowledge and competencies necessary to become an entry-level professional in the Medical Assisting field.	
MA.A.2. A clinical experience is required for completion of the program.	

SECTION B – Program Supervision, Faculty, and Consultation

Prepared by: _____

Standard	Narrative
MA.B.1. The program supervisor is qualified and experienced in the field.	
MA.B.2.a. Faculty formal education/training and experience support the goals of the program.	
MA.B.2.b. Faculty numbers and ratios support the goals of the program.	
MA.B.2.c. A program is served by an advisory board of program-related specialists to assist administration and faculty in fulfilling stated educational objectives.	

SECTION C – Laboratory Facilities and Resources

Prepared by: _____

Standard	Narrative
MA.C.1.a. The institution's laboratory facilities include the following: <i>(no additional information beyond Chapter V)</i>	
MA.C.1.b. Equipment and instruments are available within the institution's laboratory facility to achieve the program's goals and objectives.	

CHAPTER VII-MLT PROGRAMMATIC EVALUATION STANDARDS FOR MEDICAL LABORATORY TECHNOLOGY

This Section Not Applicable

SECTION A –Curriculum, Competencies, and/or Internal Clinical Experience

Prepared by: Timothy Shizume

Standard	Narrative
<p>MLT.A.1. The depth and breadth of the program’s curriculum enables graduates to acquire the competencies necessary to become an entry-level professional in the medical laboratory technology field.</p>	<p>The MLT program consists of 63 credits, with 33 of those credits, or 9 courses, being core MLT courses. All of the required ABHES competencies are covered within these 9 core courses. Each course syllabus contains a list of the competencies required in that specific course. A Master Competency Skills sheet is retained on each student. Students are required to take pre-requisite courses such as chemistry, human biology, medical terminology prior to taking the core MLT courses. Students must pass each core MLT course with a B- or better to be eligible for internship.</p> <p>Program competencies are delineated out for students in the MLT program handbook and each syllabus. Students are routinely given insights into what tests and procedures they need to perform prior to their internship along with what they are expected to perform while on their internship.</p> <p>The program also covers topics on resume writing, interview techniques, credentialing, and continuing education. Most of these topics are covered in the seminar portion of the clinical internships, but are also touched upon in the other core courses.</p>
<p>MLT.A.2. A clinical experience is required for completion of the program.</p>	<p>The MLT curriculum contains 2 clinical internships, totaling 400 hours. Internships sites consist of local hospital clinical laboratories. Formal affiliation agreements are developed and kept by the College and program coordinator. All internship sites are accredited by TJC and CAP.</p> <p>Students rotate through chemistry, urinalysis, hematology & coagulation, blood bank and serology, microbiology, and phlebotomy departments.</p>

SECTION B – Program Supervision, Faculty, and Consultation

Prepared by: Timothy Shizume

Standard	Narrative
<p>MLT.B.1. The program supervisor is</p>	<p>The program coordinator is an MT (ASCP) with 38 years of clinical laboratory experience in multiple laboratory departments, and has worked in</p>

credentialed and experienced in the field.	a variety of clinical laboratory settings, including large, academic medical centers, reference laboratories, and multi-hospital health systems, and has held many laboratory roles, including Medical Technologist, Supervisor, Manager, and Director.
MLT.B.2.a. Faculty formal education/training and experience support the goals of the program.	<p>Program faculty are experienced and credentialed in the field of clinical laboratory science as well as possess the required educational background to be eligible to teach in the MLT program. All adjunct faculty are currently working in the field as a clinical lab scientist or phlebotomist (HLT 141 Techniques of Phlebotomy instructor)</p> <p>A few of the adjunct faculty also act as the site supervisor or trainer for student interns and/or as a member of the advisory board.</p>
MLT.B.2.b. Faculty size/ numbers support the goals of the program.	Typically, the MLT program runs 6 core courses each semester. The MLT program has a full-time faculty member that teaches 3-4 courses/semester depending on the amount of total contact hours. The program also has an excellent pool of qualified adjunct faculty members that will teach courses during a given semester as needed. The amount of faculty is above average to support the goals of the program. As the program enrollment increases, the amount of courses being offered each semester may increase, and the program may need 1 or 2 additional adjunct faculty.
MLT.B.2.c. A program must be served by an advisory board of program-related specialists to assist administration and faculty in fulfilling stated educational objectives.	<p>The MLT program has an active advisory board and has met yearly since the spring of 2018. The program coordinator seeks out advice of the members regarding current curriculum, internship sites, internship guidelines, the latest technology and any advancements within the field of clinical laboratory science. Minutes of each meeting are generated and then retained by the Dean of Academics as well as the MLT program coordinator. Minutes are also sent to each advisory board member via email.</p> <p>The advisory board membership list can be found in the accompanying required exhibits documents.</p>

SECTION C – Laboratory Facilities and Resources

Prepared by: Timothy Shizume

Standard	Narrative
MLT.C.1.a. Laboratory facilities are fully operational and readily available to accommodate all enrolled students.	The MLT program has a dedicated laboratory classroom, where most lectures and all laboratory/clinical skills are taught. The lab classroom comfortably accommodates 24 students but classes are capped at 20 students. The college has additional laboratory classrooms dedicated to chemistry courses and others dedicated to biology courses.
MLT.C.1.b.	The MLT program has a robust budget in order to purchase all required

Instruments and equipment for instruction and experience are available in the program's laboratory facility.	equipment and supplies. The approximate program budget for AY 2019-2020 is \$ 28,000. The list of supplies and equipment exceeds the minimum list in the MLT Program section of the ABHES Accreditation Manual. The supplies and equipment list can be found in the accompanying required exhibits documents.
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**CHAPTER VII – ST
PROGRAMMATIC EVALUATION STANDARDS
FOR SURGICAL TECHNOLOGY**

This Section Not Applicable

SECTION A –Curriculum, Competencies, and/or Internal Clinical Experience

Prepared by: _____

Standard	Narrative
ST.A.1. The depth and breadth of the program’s curriculum enables graduates to acquire the knowledge and competencies necessary to become an entry-level professional in the surgical technology field.	
ST.A.2. A clinical experience is required for completion of the program.	
ST.A.3. The program administers to each cohort of students the Certified Surgical Technologists (CST) examination, after completion of curricula content and prior to graduation.	

SECTION B – Program Supervision, Faculty, and Consultation

Prepared by: _____

Standard	Narrative
ST.B.1. The program supervisor is credentialed and experienced in the field.	
ST.B.2.a. Faculty formal education/training and experience support the goals of the program.	
ST.B.2.b. Faculty numbers and ratio support the goals of the program.	

ST.B.2.c. A program employs a clinical coordinator.	
ST.B.2.d. A program is served by an advisory board of program-related specialists to assist administration and faculty in fulfilling stated educational objectives.	

SECTION C – Laboratory Facilities and Resources

Prepared by: _____

Standard	Narrative
ST.C.1.a. The institution’s laboratory facilities include: A dedicated space to support the role of the surgical technologist.	
ST.C.1.b. Equipment and instruments are available within the institution’s laboratory facility to achieve the program’s goals and objectives.	

**CHAPTER IX DISTANCE EDUCATION
EVALUATION STANDARDS APPLICABLE TO
ALL EDUCATIONAL PROGRAMS OFFERING DISTANCE EDUCATION**

This Section Not Applicable

SECTION A - Objectives and Oversight

Prepared by: _____

Standard	Narrative
IX.A. Monitor academic progress to ensure that distance education students are advised of their progress in a timely manner and that assistance is offered, if needed.	

SECTION B - Curriculum, Competencies, Clinical Experiences

Prepared by: _____

Standard	Narrative
IX.B.1. Provide in the distance education coursework for timely, regular and substantive interaction between faculty and students and among students.	
IX.B.2. The curricula for the distance education offerings are comparable in academic rigor to educational offerings on ground.	

SECTION C - Technology and Learning Resources

Prepared by: _____

Standard	Narrative
IX.C.1. Provide a means to verify the hardware and software capability of the technology used to meet the technical requirements of the	

program or course.	
IX.C.2. Ensure appropriate authentication processes are used to verify student identity.	
IX.C.3. Utilize processes to protect student privacy.	
IX.C.4. Demonstrate that the selected distance education delivery system or learning management system (LMS) has the following: i. appropriate infrastructure, policies and procedures to safeguard against short and long-term data loss; ii. applicable scalability to accommodate both current and expected near-term enrollment growth; and, iii. sufficient resources to communicate, deliver and distribute learning materials without noticeable service interruption.	
IX.C.5. Ensure sufficient facilities, equipment, technology, budget, staffing, and other resources to support distance education offerings and their growth. Management must demonstrate that the infrastructure can support enrollment growth, which is monitored annually by ABHES.	

SECTION D - Student Assessment

Prepared by: _____

Standard	Narrative
IX.D. Establish admissions	

<p>requirements for distance education programs or course(s) and assess whether students have the skills and competencies to succeed in distance education.</p>	
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SECTION E - Program Management

Prepared by: _____

Standard	Narrative
<p>IX.E.1.a. Have an individual(s) trained and experienced in the development and delivery of distance education who (i) is employed by either the institution or its parent corporation, and (ii) participates in the development of the instructional design of the distance delivery model being used by the institution or program.</p>	
<p>IX.E.1.b. Employ an individual(s) responsible for administering the delivery of the distance education.</p>	
<p>IX.E.1.c. Have an individual(s) trained and experienced in current educational methodologies and techniques for the institution's chosen delivery method who (i) is employed by the institution or its parent company working on-site or remotely, and (ii) participates in the evaluation (or assessment) of the effectiveness of faculty in the distance education environment.</p>	
<p>IX.E.2.a. Distance education faculty have performance reviews to assess their effectiveness in the distance education environment.</p>	

<p>IX.E.2.b. Document timely, regular and substantive interaction between faculty and students and among students in distance education courses.</p>	
<p>IX.E.2.c. Evaluation of student performance is provided during laboratory experiences.</p>	
<p>IX.E.3. Distance education ratio of students to faculty does not exceed 25 to 1.</p>	
<p>IX.E.4.a. Distance education faculty are trained in effective distance education instructional methods.</p>	
<p>IX.E.4.b. Distance education faculty are trained in the use of the institution's distance education delivery system or learning management system (LMS).</p>	
<p>IX.E.4.c. Document that faculty members participate, at least annually, in professional development or in-service specific to distance education pedagogy.</p>	

SECTION F - Approvals and Agreements

Prepared by: _____

Standard	Narrative
<p>IX.F.1. Maintain documentation of ABHES approvals for distance education activities and compliance with all applicable local, state and federal laws and regulations.</p>	
<p>IX.F.2. Maintain records of third-party contractual arrangements</p>	

regarding delivery of distance education.	
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SECTION G - Student Support Services

Prepared by: _____

Standard	Narrative
IX.G.1. Provide orientation to students prior to the first day of class to acclimate them to the specific distance education learning methodology and technology.	
IX.G.2. Provide technical support specific to distance education activities to assist students in completing the program.	
IX.G.3. Provide documentation to evidence that the institution provides the student services, such as counseling, academic advising, guidance, employment assistance and financial aid, as applicable, for students enrolled in distance education programs and courses.	

SECTION H - Disclosures

Prepared by: _____

Standard	Narrative
IX.H.1. Publish instructional delivery methods in the catalog and on course syllabi.	
IX.H.2. Notify students at the time of enrollment of any projected additional student charges associated with distance education, including verification of student identity.	
IX.H.3.	

<p>Publish the technology resources required for successful program or course completion.</p>	
<p>IX.H.4. Clearly outline expectations, admissions requirements or prerequisites for participating in distance education courses or programs in the catalog.</p>	
<p>IX.H.5. Disclose in writing, prior to enrollment, any material circumstance that may adversely impact an applicant's ability to complete a program or gain employment in the field for which the applicant is trained.</p>	



ACCREDITING BUREAU OF HEALTH EDUCATION SCHOOLS | ABHES

7777 Leesburg Pike, Suite 314 N. · Falls Church, Virginia 22043
Tel. 703/917.9503 · Fax 703/917.4109 · E-Mail: info@abhes.org

APPLICATION FOR PROGRAMMATIC ACCREDITATION

Please review carefully and provide all of the information requested as applicable to the institution/program. Incomplete applications (i.e., blank areas requiring information) will be returned for resubmission, which could delay the accreditation process.

1. GENERAL INFORMATION

NAME OF SPONSORING INSTITUTION: Quinebaug Valley Community College

ABHES ID (RENEWAL APPLICANTS ONLY): enter ABHES ID#

ADDRESS: 742 Upper Maple Street

CITY: Danielson

STATE: CT

ZIP: 06239

PHONE #: (860) 932-4000

FAX #: (860) -932-4304

WEBSITE ADDRESS: QVCC.edu

INSTITUTIONAL ACCREDITOR: New England Association of
Schools and Colleges

EXPIRATION DATE: November 2021

NAME OF ON-SITE ADMINISTRATOR
(SPECIFY DR., MR., MS., MRS.):

Dr. Carlee Drummer

TITLE: President

EMAIL ADDRESS: cdrummer@qvcc.edu

DIRECT PHONE #: 860(860) 932-4140

NAME OF PROGRAM MANAGER
(SPECIFY DR., MR., MS., MRS.):

Dr. Timothy Shizume

TITLE: MLT Program Manager

EMAIL ADDRESS: Tshizume@qvcc.commnet.edu

DIRECT PHONE #: (860) 759-2211

NOTE: The Accrediting Bureau of Health Education Schools (ABHES) provides official correspondence and updates via e-mail. Contact ABHES immediately should there be any changes to the contacts and e-mail addresses identified above.

Based upon review of the eligibility criteria outlined in Chapter II, Eligibility, of the ABHES [Accreditation Manual](#), it is believed that our Medical Assistant, Medical Laboratory Technology, and/or Surgical Technology program meets the programmatic eligibility criteria; and, therefore, an application is being submitted in pursuit of an initial or renewed grant of programmatic accreditation.

IMPORTANT NOTE: A separate application must be submitted for each of the following applicable programs for which programmatic accreditation is being sought: 1) Medical Assisting; 2) Medical Laboratory Technology; and/or 3) Surgical Technology. For institutions offering multiple-credentials for the same program, complete only one application to include all credential levels.

A. THIS APPLICATION IS FOR (CHECK ONE):

Initial Programmatic Accreditation for the following program (specify below):

Renewed Programmatic Accreditation for the following program (specify below):

Check one: Medical Assistant Medical Laboratory Technology Surgical Technology

B. THE PROGRAM IS OFFERED AT (CHECK ONE):

A public or private institution at the postsecondary level institutionally accredited by an agency recognized by the U.S. Department of Education or Council on Higher Education Accreditation (CHEA) whose principal activity is education

A hospital or laboratory-based training school

A federally-sponsored training program

2. SEPARATE EDUCATIONAL CENTER (SEC)

DOES THE INSTITUTION OPERATE AN SEC TO ACCOMMODATE ANY PORTION OF THE MEDICAL ASSISTANT, MEDICAL LABORATORY TECHNOLOGY OR SURGICAL TECHNOLOGY PROGRAM?

Refer to Chapter II, Section B of the ABHES [Accreditation Manual](#) for the definition of an SEC.

Yes No

If yes, provide the following information for the SEC:

(If more than one, hover then click on the plus sign [+] at bottom right corner of the table below to add additional SEC locations.)

STREET ADDRESS:

CITY: STATE: ZIP:

PHONE NUMBER:

- | | |
|--|--|
| a. What is the distance between the main/non-main campus and the SEC: | <input type="text" value="Distance in miles"/> |
| b. Is the SEC approved or exempted by the appropriate regulatory body? | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| c. Are all educational and student services provided and readily accessible to students at the SEC? | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| d. Are student records readily accessible to the SEC and students? | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| e. Are all administrative and enrollment services delivered by the main/non-main campus? | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| f. Is the purpose of the SEC to deliver instruction only? | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| g. If a complete program of study is offered at the SEC , is a majority of the programs offered conducted at the main campus? | <input type="checkbox"/> Yes <input type="checkbox"/> No |

If answered "NO" to any of the questions A-G above, explain:

3. APPROVALS

List the state and any other agency(ies) providing required approval to operate* the institution (main/non-main campus, and/or the SEC), and the program(s) offered, as applicable.

(Hover then click on the plus sign [+] at bottom right corner of the table below to add more rows.)

Agencies/Organizations	Expiration Date
New England Association of Schools and Colleges (current known as NECHE)	11/01/21
Board of Regents approval of MLT program	none

NOTE: The institution must provide evidence of any such approval for those agencies listed above.

DOES THE PROGRAM(S) OPERATE* IN A STATE(S) OTHER THAN THE STATE IN WHICH THE INSTITUTION (MAIN/NON-MAIN CAMPUS AND/OR SEC) IS PHYSICALLY LOCATED?

Yes No (If no, skip the section below and continue to question #4)

*Note: The regulatory definition of “operate” varies by state, as do licensure and authorization requirements. Some states require approvals for any institution delivering educational programs within their state (including via distance education), regardless of on-ground presence; other states require approvals based upon on-ground triggers, such as student participation in clinical experiences or interest meetings, employment of local faculty, or placement of local advertising, among others. Lack of applicable state authorization may impact a student's ability to become credentialed in certain professions. It is the responsibility of the school to determine when it is necessary to obtain approvals from the states in which it is operating, as applicable.

If yes, is the institution a member of the National Council for State Authorization Reciprocity Agreements (NC-SARA)?

Yes No

If yes, identify the Date of Expiration: [MM/DD/YYYY](#)

If no, the institution is **not** a member of NC-SARA, complete the chart below:

(Hover then click on the plus sign [+] at bottom right corner of the table below to add more rows.)

Identify the state(s) where the institution/program *operates:	Does the state require authorization to *operate the institution/program?	If yes, identify the date the state approval was awarded:
enter state	<input type="checkbox"/> Yes <input type="checkbox"/> No	MM/DD/YYYY

4. DISCLOSURES

A. HAS THE SPONSORING INSTITUTION EVER HAD ITS STATE APPROVAL REMOVED, WITHDRAWN, SUSPENDED, OR REVOKED?

Yes No

If yes, explain: [Click or tap here to enter text.](#)

B. HAS THE SPONSORING INSTITUTION EVER HAD ACCREDITATION DENIED, REMOVED, WITHDRAWN, SUSPENDED, OR REVOKED BY THIS OR ANY OTHER ACCREDITING AGENCY?

Yes No

If yes, explain: [Click or tap here to enter text.](#)

An applicant must also describe below any current, previous, or final action for which it is the subject, including probationary status, by a recognized institutional accrediting agency or state agency potentially leading to the withdrawal, suspension, revocation, or termination of accreditation or licensure. Action on the application will be stayed until the action by the other accrediting agency or state agency is final. Include a copy of the action letter from the agency with this application. Further, the institution must provide evidence of compliance with ABHES requirements and standards relative to the action.

C. HAS THE SPONSORING INSTITUTION EVER RELINQUISHED OR ALLOWED ACCREDITATION TO LAPSE/EXPIRE?

Yes No

If yes, explain: [Click or tap here to enter text.](#)

D. HAS A LAWSUIT BEEN FILED AGAINST THE SPONSORING INSTITUTION DURING THE PAST 24-MONTH PERIOD?

Yes No

If yes, explain (including an explanation of its status): [Click or tap here to enter text.](#)

5. PROGRAM INFORMATION

A. PROGRAM GRID

Complete the table below.

NOTE TO RENEWAL APPLICANTS: Information must be based upon that which is currently ABHES-approved. This is not the proper application to seek approval of any changes to the programs, recognized outside hours, and/or delivery method. Visit [ABHES Applications](#) for a listing of appropriate applications and instructions to report such changes to that which is already ABHES-approved.

(Hover then click on the plus sign [+] at bottom right corner of the table below to add more rows.)

Program Name	CIP Code*	In Class Clock Hours	Recognized Outside Hours**	Total Clock Hours	Number of Instructional Weeks (D-Day; E-Evening; &/or W-Weekend)	Academic Credit: <input type="checkbox"/> Quarter <input checked="" type="checkbox"/> Semester	Delivery Method*** (residential; blended; or full distance)	Credential Awarded (Diploma, Certificate, or Type of Degree) Do not use abbreviations
Medical Laboratory Technician	51100 4	1,465	0	1,465	75 weeks D&E	63	Residential	AS Degree

*Identify for each program offered the appropriate six (6) digit classification of instructional programs (CIP) code per the U.S. Department of Education. To view list of CIP codes, [click here](#).

****Recognized Outside Hours:** The 'Recognized Outside Hours' (i.e., student preparation, homework) column is NOT applicable to clock-hour only programs; thus, the column must be marked 'N/A', and the hours noted in the 'In Class Clock Hours' column and in the 'Total Clock Hours' column must be the same.

IMPORTANT: Recognized outside hours are based upon required academic clock-to-credit-hour conversions described in standard IV.G.1 of the ABHES [Accreditation Manual](#). For institutions awarding credit for outside class hours will be required to provide a detailed analysis of how these hours were derived, how they complement the given coursework, and how students benefit from the respective assignments during the on-site evaluation visit.

*** **Delivery Method:** See definitions in the Glossary of the [Accreditation Manual](#).

B. INITIAL APPLICANTS ONLY: PROGRAM ENROLLMENT*(Hover then click on the plus sign [+] at bottom right corner of the table below to add more rows.)*

Program Name	Current Program Enrollment	Date of last graduating class	# of program graduates
<u>Medical Laboratory Technician</u>	<u>57</u>	<u>0</u>	<u>0</u>

C. INITIAL APPLICANTS ONLY:

Complete table below if there have not been graduates from the program(s):

(Hover then click on the plus sign [+] at bottom right corner of the table below to add more rows.)

Program Name	Date when students are anticipated to complete 50% of the program or 25% of the core coursework	Date when students are to start clinical/externship
<u>Medical Laboratory Technician</u>	<u>January 2018</u>	<u>January 2019</u>

6. ABHES WORKSHOP

Has a representative employed by the institution, specifically overseeing the program(s) noted in this application, attended an ABHES Accreditation Workshop within the past 12 months? *(See Chapter III of the [Accreditation Manual](#) for details regarding the Accreditation Workshop attendance policy).*

Yes No

If no, see the listing of upcoming workshops and to register online at [ABHES Workshop Listing](#)

If yes, identify participants in the table below:

(Hover then click on the plus sign [+] at bottom right corner of the table below to add more rows.)

Attendee Name	Title	Campus (City & State)	Date of Workshop Attended
<u>Deborah Johnson</u>	<u>Assistant Professor of MLT</u>	<u>Danielson, CT</u>	<u>Oct. 2018</u>

7. ADMINISTRATOR/PROGRAM MANAGER ATTESTATION

The following questions pertain to the administrator/program manager:

APPLICATION FOR PROGRAMMATIC ACCREDITATION

A. HAS ANY ADMINISTRATOR/PROGRAM MANAGER BEEN DIRECTLY OR INDIRECTLY EMPLOYED OR AFFILIATED WITH ANY SCHOOL WHICH HAS LOST OR BEEN DENIED ACCREDITATION BY ANY ACCREDITING ORGANIZATION DURING THAT INDIVIDUAL'S PERIOD OF EMPLOYMENT OR AFFILIATION?

Yes No

If yes, please attach a statement to this application which details the facts and circumstances surrounding that school's loss or denial of accreditation.

B. HAS ANY ADMINISTRATOR/PROGRAM MANAGER BEEN DIRECTLY OR INDIRECTLY EMPLOYED OR AFFILIATED WITH ANY SCHOOL THAT HAS CLOSED WITHOUT APPROPRIATELY COMPLETING THE EDUCATION OR TRAINING PROGRAM FOR ALL ENROLLED STUDENTS (E.G., AN ORDERLY TEACH-OUT PLAN/AGREEMENT) OR ENTERED INTO BANKRUPTCY DURING THAT INDIVIDUAL'S PERIOD OF EMPLOYMENT OR AFFILIATION?

Yes No

If yes, please attach a statement to this application which details the facts and circumstances surrounding that school's closure, bankruptcy or both as applicable.

C. HAS ANY ADMINISTRATOR/PROGRAM MANAGER BEEN DIRECTLY OR INDIRECTLY EMPLOYED OR AFFILIATED WITH ANY SCHOOL THAT HAS LOST OR BEEN DENIED ELIGIBILITY TO PARTICIPATE IN FEDERAL STUDENT FINANCIAL AID PROGRAMS, INCLUDING THOSE UNDER TITLE IV OF THE HIGHER EDUCATION ACT?

Yes No

If yes, please attach a statement to this application which details the facts and circumstances surrounding the loss or denial of Title IV eligibility.

D. IS ANY ACTION PENDING (E.G. COURT ACTION, AUDIT, INQUIRY, REVIEW, ADMINISTRATIVE ACTION), OR HAS ACTION BEEN TAKEN, BY ANY COURT OR ADMINISTRATIVE BODY (E.G. FEDERAL OR STATE COURT, GRAND JURY, SPECIAL INVESTIGATOR, U.S. DEPARTMENT OF EDUCATION, OR ANY STATE AGENCY), AS TO ANY ADMINISTRATOR/PROGRAM MANAGER?

Yes No

If yes, please attach a statement to this application which gives full disclosure of the person(s) and the matters involved. Include a statement of the facts and circumstances surrounding the action identifying the matter (i.e., still under investigation, preliminary decision under appeal, etc.) and the position taken by the administrator/program manager involved. If the matter is final, provide a copy of the final action documentation.

E. HAS ANY ADMINISTRATOR/PROGRAM MANAGER SERVED IN A SIMILAR CAPACITY IN ANY OTHER SCHOOL WHERE EITHER THAT INDIVIDUAL OR THE SCHOOL HAS BEEN CHARGED OR INDICTED IN A CIVIL OR CRIMINAL FORUM OR PROCEEDING ALLEGING FRAUD, MISAPPROPRIATION, OR ANY CRIMINAL ACT?

Yes No

If yes, please attach a statement to this application which gives full disclosure of the person(s) and the matters involved. Include a statement of the facts and circumstances surrounding the action identifying the administrator/program manager and the school which is involved. If the matter is not yet final, please describe the procedural status of the matter (i.e., still under investigation, preliminary decision under appeal, etc.) and the position taken by the administrator/program manager involved. If the matter is final, provide a copy of the final action documentation.

8. INITIAL APPLICANTS ONLY: PRELIMINARY VISITATION OPTION

As an initial programmatic applicant, you may opt to undergo a staff-only on-site preliminary visit, which is conducted as a means of ensuring that the institution/program complies with all eligibility criteria and is in substantial compliance with ABHES standards; thus, ready for an on-site team visit. It is also a time for the institution/program to address any accreditation questions or concerns in a consultative manner.

Should you choose to undergo such a visit, a DRAFT copy of the narrative portion (excluding the exhibits) of the Self Evaluation Report (SER) will be required on May 1 or November 1, as appropriate, in preparation to undergo the preliminary visit in the following travel cycle (first cycle – February through April; second cycle – August through October). A preliminary visit fee as published in the ABHES Accreditation Manual will be required with submission of the DRAFT SER. Please be advised that this option will extend the published [ABHES Accreditation Timeline](#) on the ABHES website.

Upon conclusion of the preliminary visit, a detailed report is provided to serve as an information-only document to assist the institution/program as it prepares for the on-site team visit.

GIVEN THE INFORMATION OUTLINED ABOVE, OUR INSTITUTION/PROGRAM WOULD LIKE TO (CHECK ONE):

Undergo the preliminary visit Waive the preliminary visit

10. CONFIRMATION AND SIGNATURE

I certify that to the best of my knowledge and belief, the information herein and attached hereto is accurate and correct. I certify that I understand that it is the school's responsibility to demonstrate compliance with the ABHES Accreditation Standards as outlined in the [Accreditation Manual](#) and that the Commission's deliberations and decisions are made on the basis of the written record and are therefore dependent on the forthrightness of the school in disclosing all information that ABHES has requested in this application.

I understand that failure to evidence the information provided herein and attached hereto this application may result in a delay and/or the Commission taking a negative action.

Authorized Institutional Representative [Original] Signature: 

Date: MM/DD/YYYY 04/15/2019

INITIAL APPLICANTS ONLY: *As an initial applicant, I understand that this application is valid for a period of two years. If the institution revises any of the program(s) and/or information identified on this application, specifically each program length in clock hours, weeks, and/or credits; credential awarded; method of delivery; and changes its location and/or legal status, ownership, or form of control during the application process, specifically after an on-site team visit has been conducted and prior to an initial grant of accreditation being awarded, the accreditation process will be delayed pending an additional on-site review for Commission consideration, whereupon reapplication and fee may be required.*

Authorized Institutional Representative [Original] Signature: 

Date: MM/DD/YYYY 04/15/2019



Founded in 1885

NEW ENGLAND ASSOCIATION OF SCHOOLS & COLLEGES, INC.

COMMISSION ON INSTITUTIONS OF HIGHER EDUCATION

MARY JO MAVDEW, Chair (2012)
Mount Holyoke College

RICHARD L. PATTENAUDE, Vice Chair (2013)
University of Maine System

DORIS a. ARRINGTON (2012)
Capital Community College

NEIL g. BUCKLEY (2012)
Emmanuel College

DAVID F.A. CARSON (2012)
Hartford, CT

PETER V DEEKL (2012)
Roger Williams University

JUDITH B, KAMM (2012)
Bentley University

WUJAM F. KENNEDY (2012)
Boston, MA

KIRK D. KOLENBQANDEQ (2012)
Massachusetts Institute of Technology

REV JEFFREY P VON ARX. s.J. (2012)
Fairfield University

JEAN A. WYLD (2012)
Springfield College

DAVID F FINNEY (2013)
Champlain College

TERRENCE A, GOMES (2013)
Roxbury Community College

MARTY W. KRAUSS (2013)
Brandeis University

LINDA WELLS (2013)
Boston university

ANDREW a. EVANS (2014)
Wellesley College

DAVID S. GRAVES (2014)
Laureate Hospitality, Art & Design

R. BRUCE HITCHNER (2014)
Tufts University

MARY ELLEN JUKOSKI (2010)
Mitchell College

DAVID LEVINSON (2014) Nowalk
Community College

BRUCE MALLORY (2014)

University of New Hampshire

PATRICIA MAGUIRE MESERVEV (2014) Salem State University

WALLACE NUTTING (2014) Saco, Maine

CHRISTOPHER J. SULLIVAN (2014) Concord, NH

Director of the Commission

BARBARAE BRITTING

E-Mail: bbrittinghcm@neasc.org

Director Of the Commission O'BRIEN sto E-Mail: pobrier@neasc.org

Associate Director of the Commission

ROBERT C. FROH

E-Mail: rfron@neasc.org

Associate Director of the Commission

PAULA A. HARBECKE

E-Mail: pharbecke@neasc.org

Associate Director Of the Commission CAROL L ANDERSON canderson@neasc.org

May 16, 2012

TO WHOM IT MAY CONCERN:

This is to certify that Quinebaug Valley Community College is accredited by the New England Association of Schools and Colleges and has been continuously since 1979. The institution is continued in accreditation with the next comprehensive evaluation scheduled for Fall 2021.

Questions about the accreditation status of Quinebaug Valley Community College should be directed to the offices of the Commission on Institutions of Higher Education.


Barbara Brittingham
Director of the Commission

BB/srh

209 BURLINGTON ROAD, SUITE 201, BEDFORD, MA 01730-1433 1 781-271-0022 1 FAX 781-271-0950 <http://cihe.neasc.org>

ATTESTATION OF RESPONSIBILITY

Quinebaug Valley Community College assures that the financial structure of Quinebaug Valley Community College is sound. Sufficient resources will be provided for the proper operation of the Medical Laboratory Technician program and discharge of obligations to the students in the program(s).

Quinebaug Valley Community College agrees to be responsible and liable for the financial obligations incurred by the program(s) noted above.

Institution name: Quinebaug Valley Community College

Authorized Representative: Paul G. Martland, Dean of Administration

Signature: 

Date: 3/21/19



CONNECTICUT STATE
COLLEGES & UNIVERSITIES
BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

BOARD OF REGENTS FOR HIGHER EDUCATION

The following resolution was duly adopted on consent at a meeting of the Board of Regents for Higher Education held and convened on **September 16, 2016**, at which meeting a duly constituted quorum of the Board was present and acting throughout.

10. Consent Agenda

c) New Programs

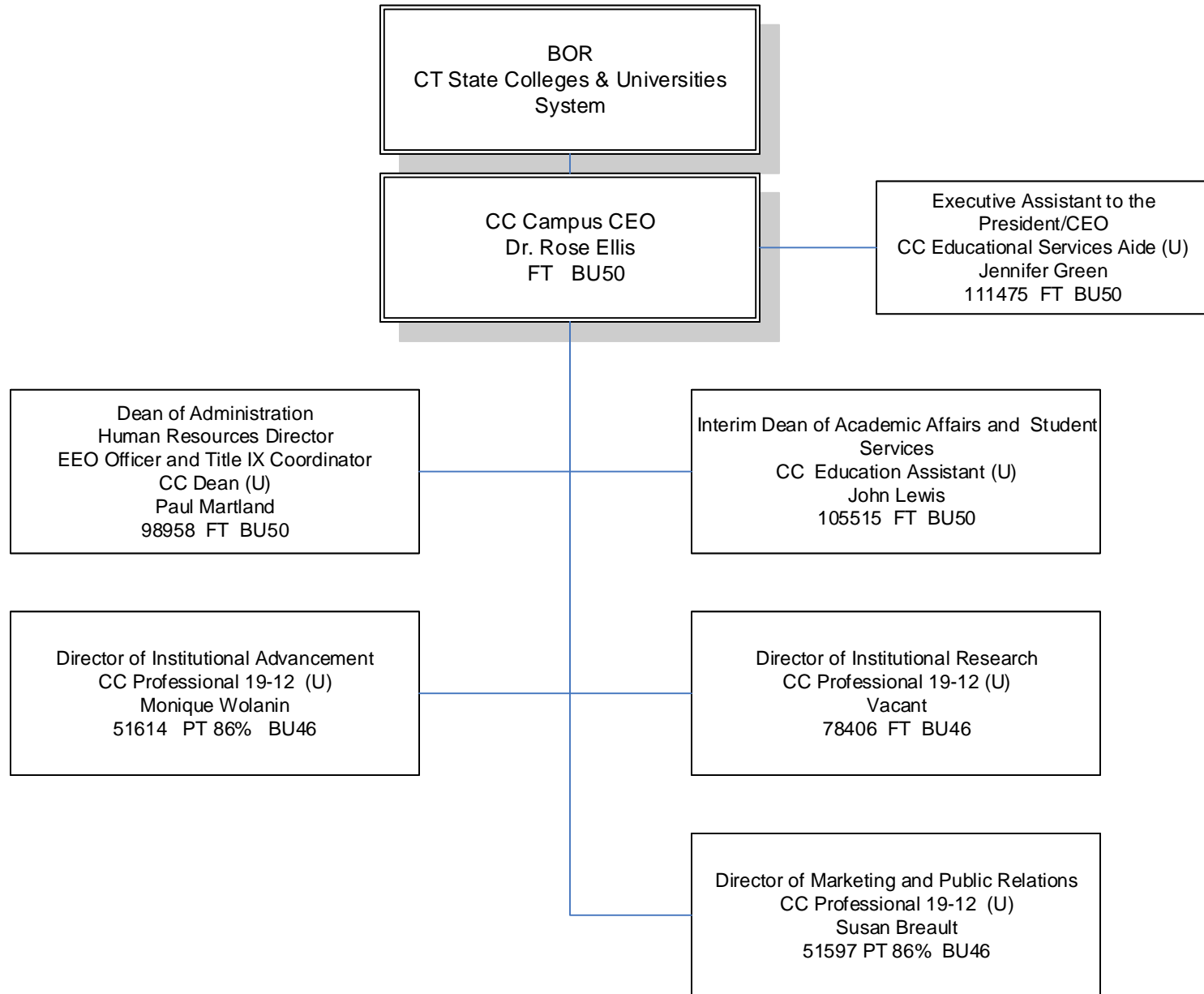
i. Medical Laboratory Technician – AS – Quinebaug Valley CC

RESOLVED: That the Board of Regents for Higher Education approve licensure of a program in Medical Laboratory Technician leading to an Associate of Science degree at Quinebaug Valley Community College for a period of three years until September 30, 2019.

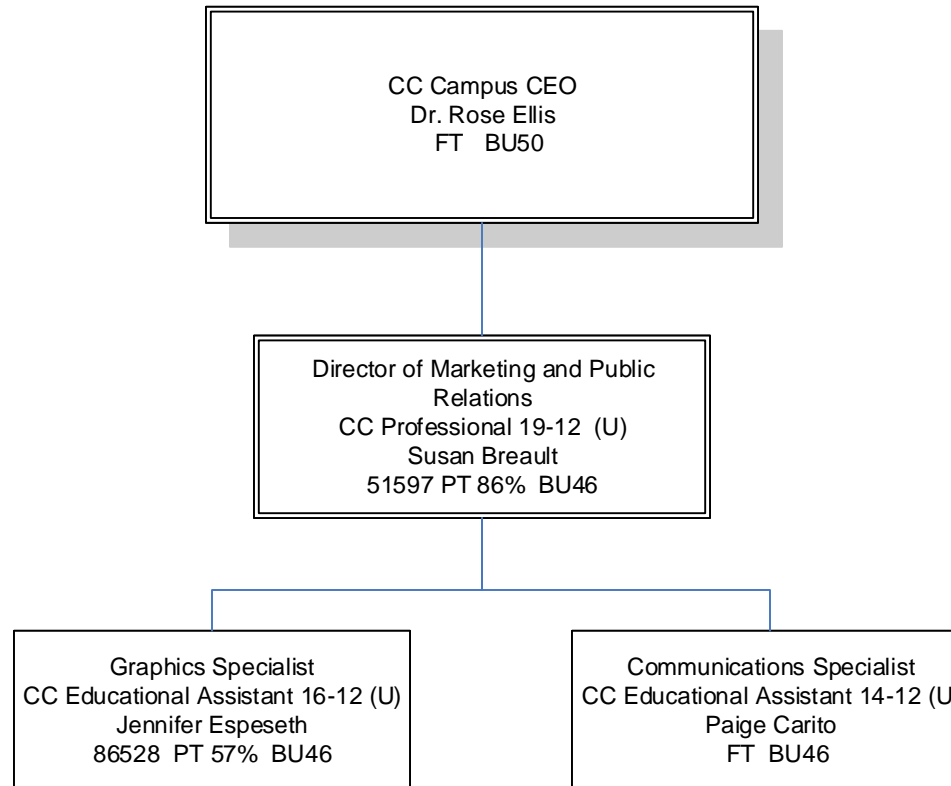
*From the Office of the Provost and Senior Vice President
Academic & Student Affairs
Board of Regents for Higher Education
November 28, 2016*

See minutes from BOR meeting from May 2019 granting accreditation of the program with no end date (see page 6 of the minutes). Access at the following link: http://www.ct.edu/images/uploads/BOR_-_Minutes_-_05-09-2019.pdf?14857

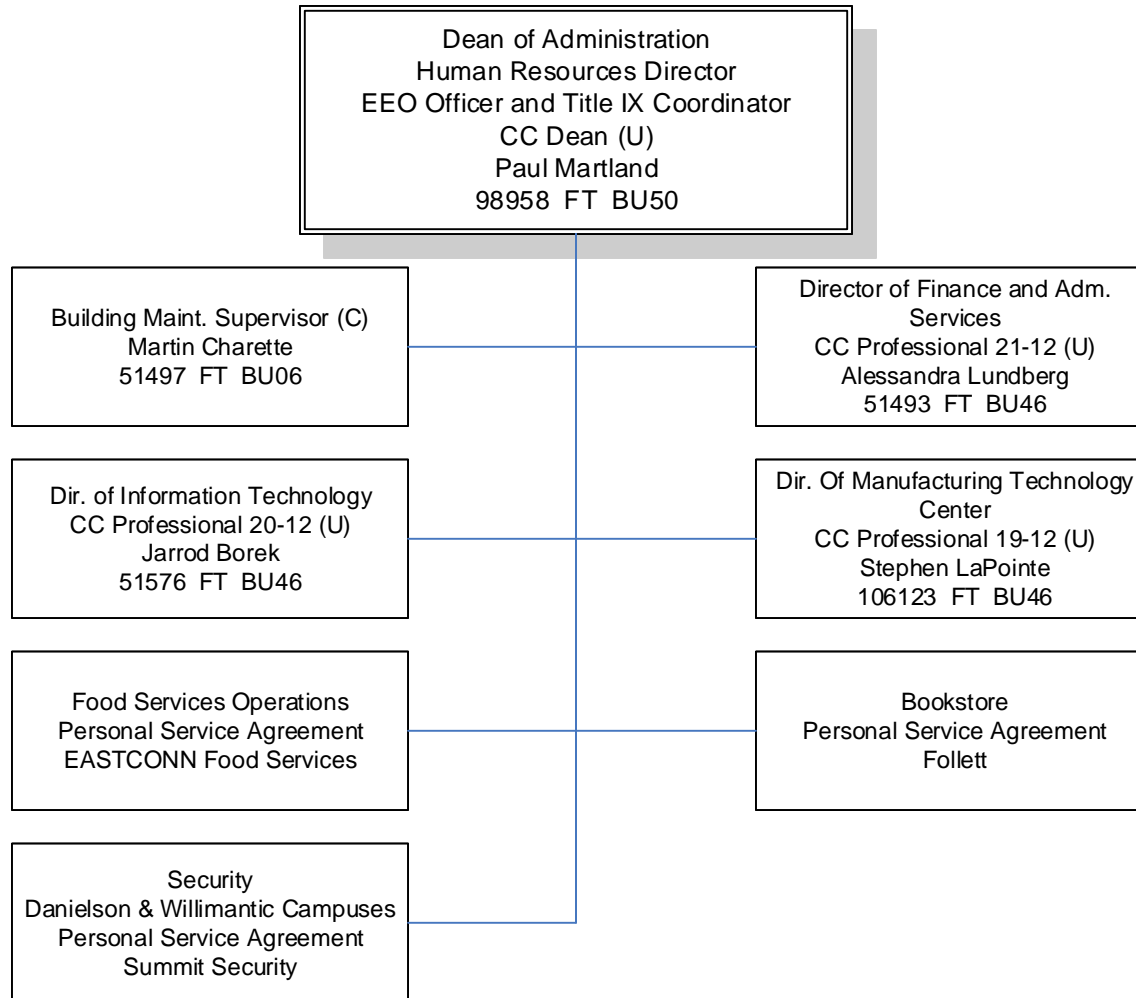
Quinebaug Valley Community College
Organizational Chart – July 1, 2019



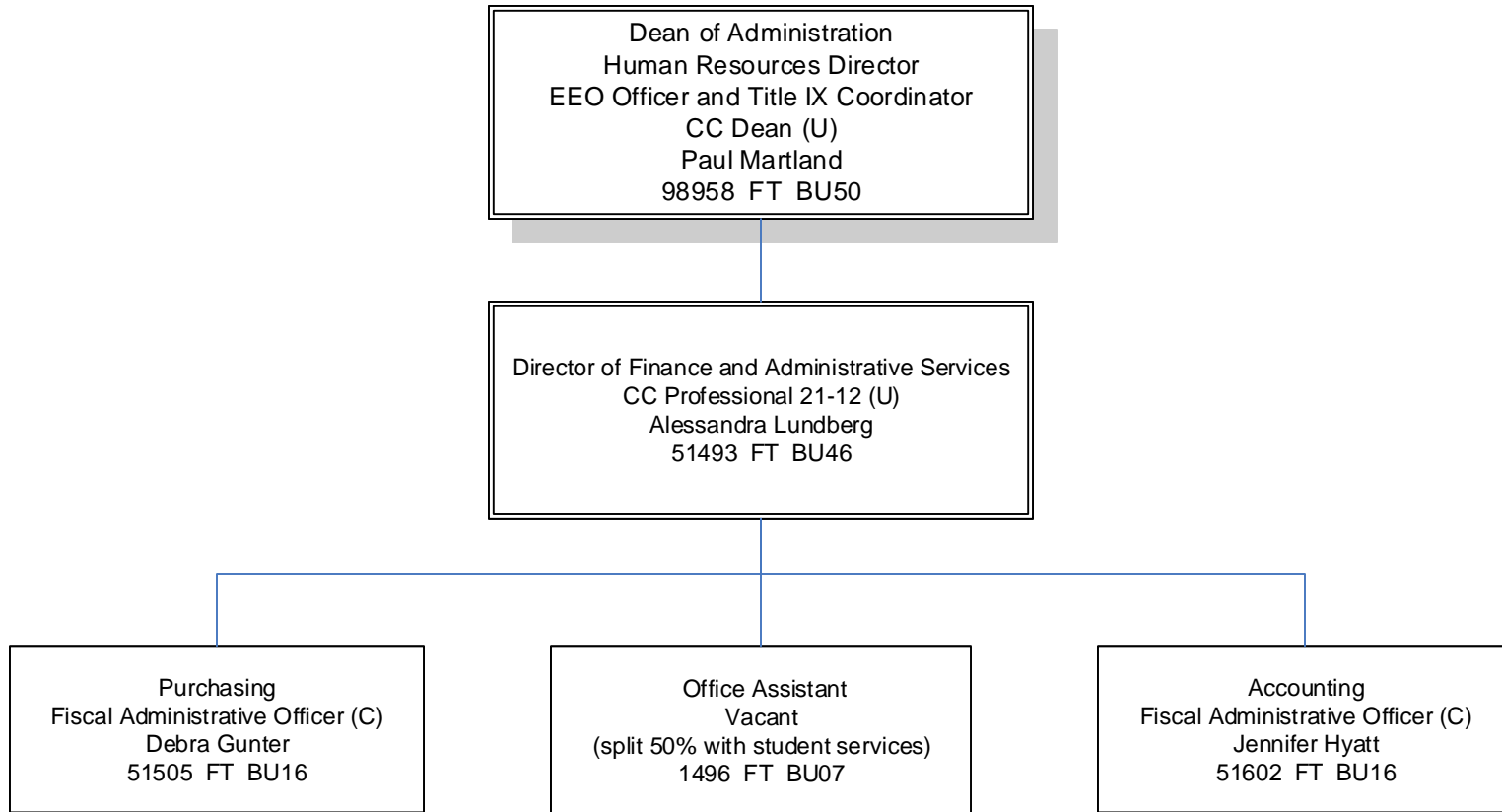
Quinebaug Valley Community College
Marketing and Public Relations - Student Services
Enrollment Services – July 1, 2019



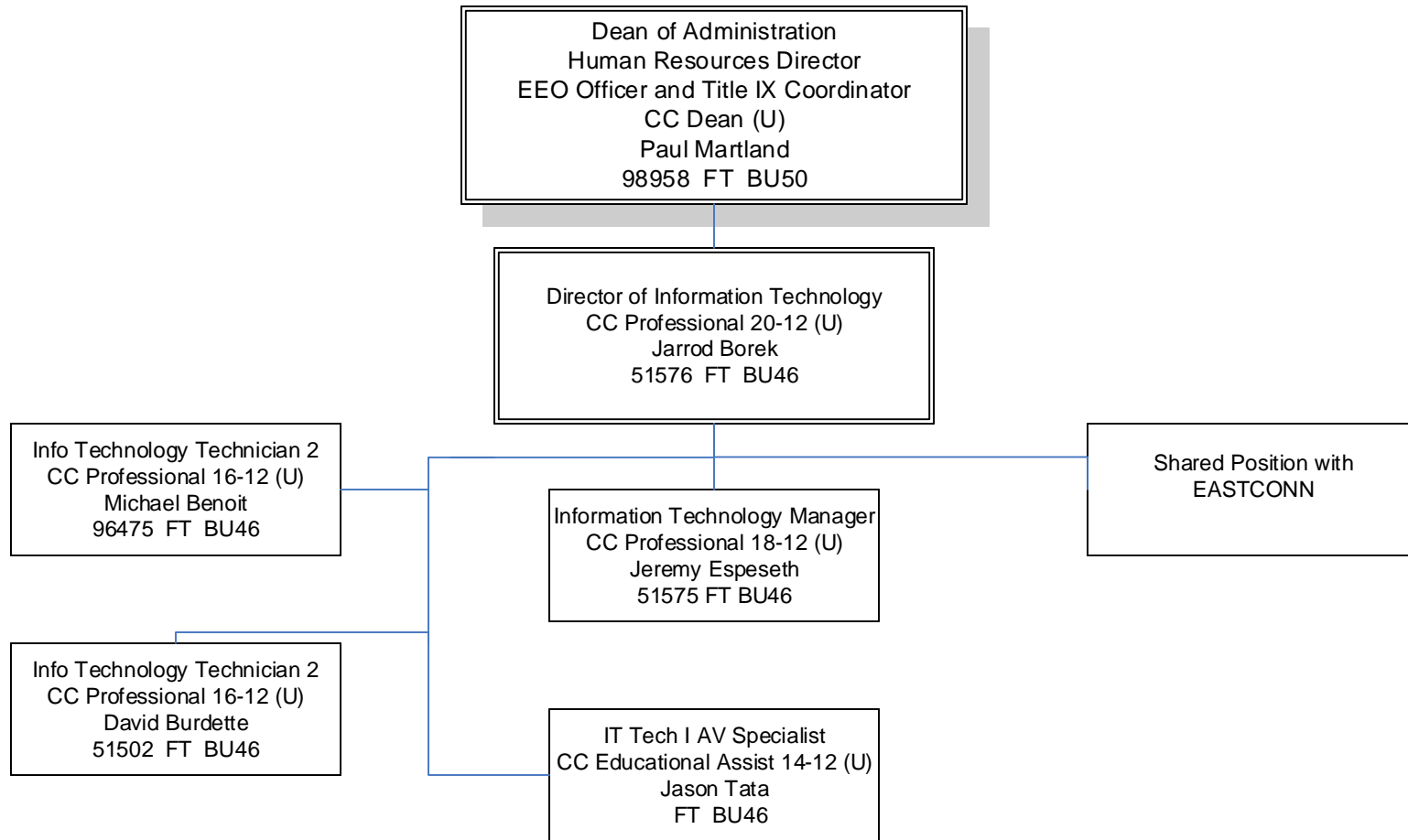
Quinebaug Valley Community College
Organizational Chart
Administrative Services
July 1, 2019



Quinebaug Valley Community College
Organizational Chart – Administrative Services
Fiscal Operations – July 1, 2019

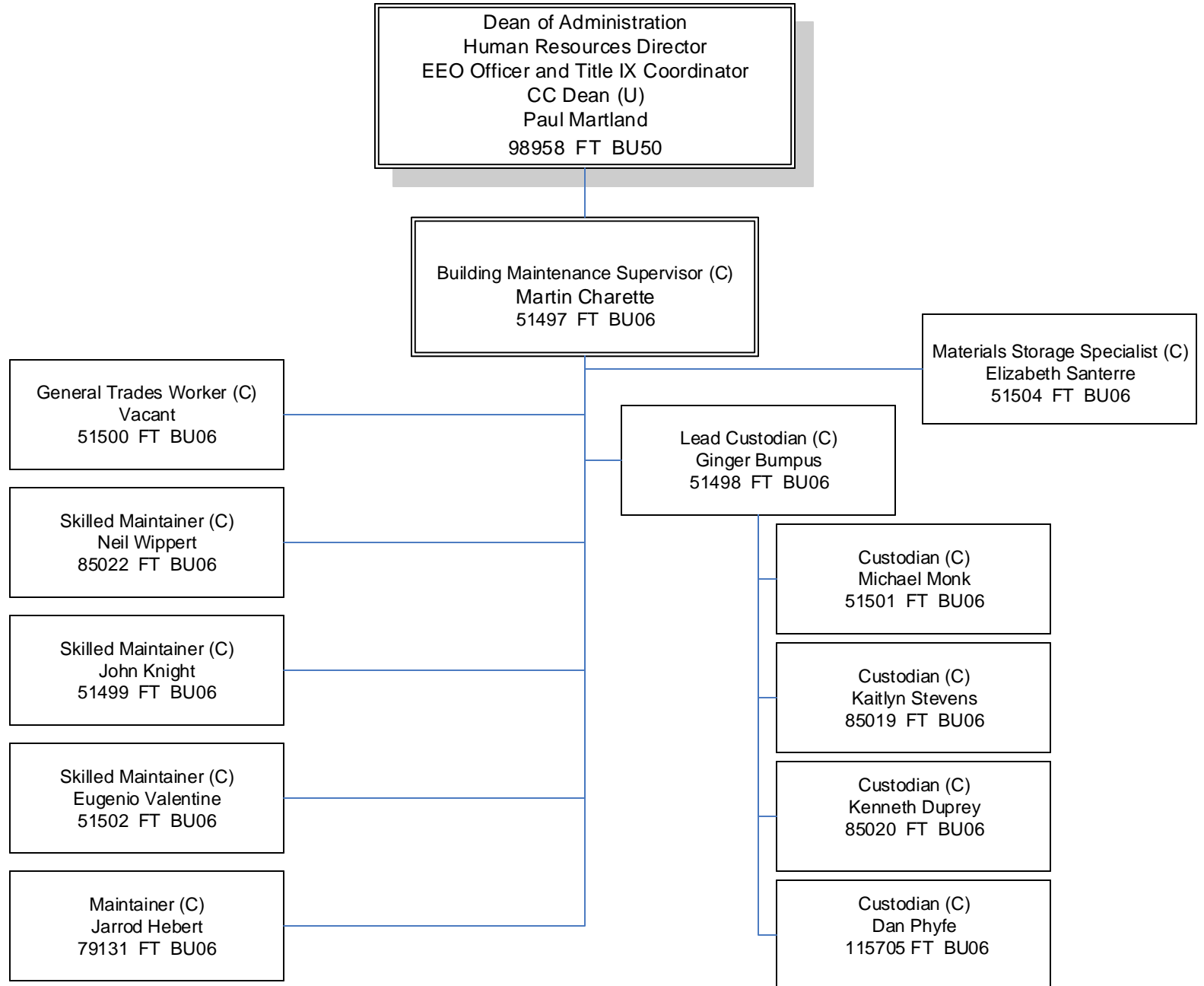


Quinebaug Valley Community College
Organizational Chart – Administrative Services
Information Technology – July 1, 2019



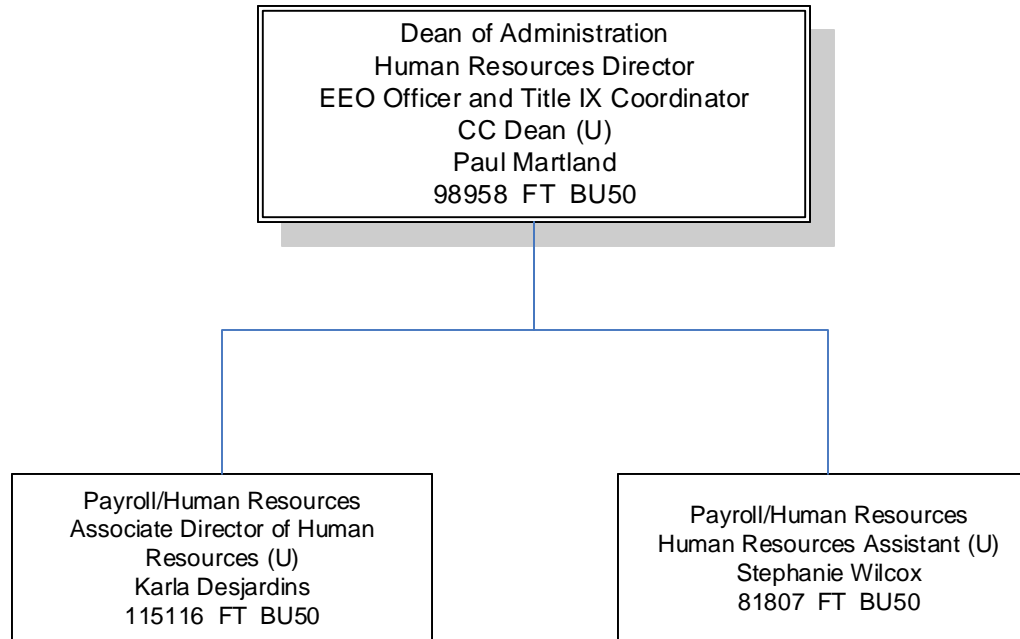
Information Technology

Quinebaug Valley Community College
Organizational Chart
Administrative Services - Facilities
July 1, 2019

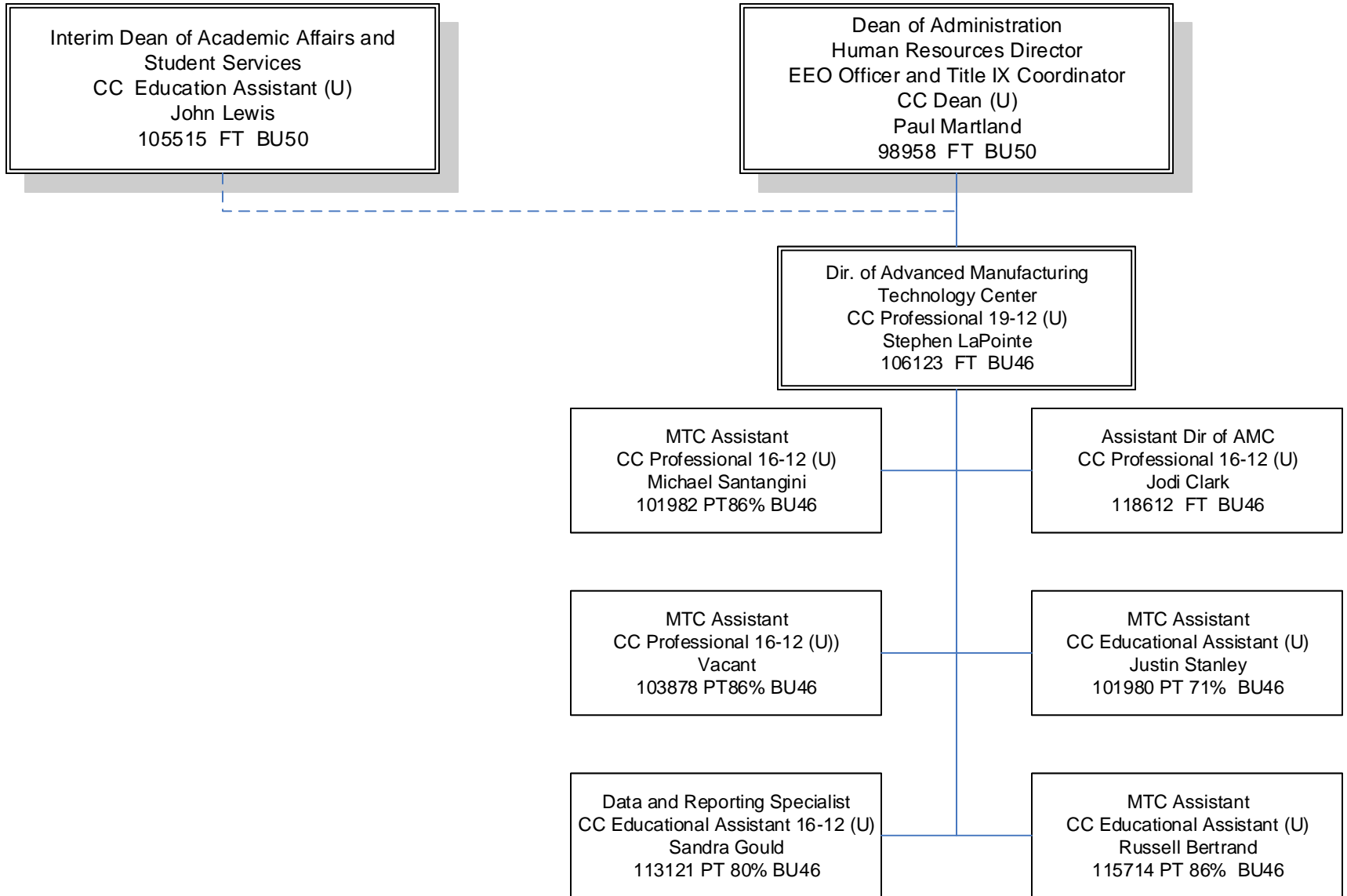


Facilities

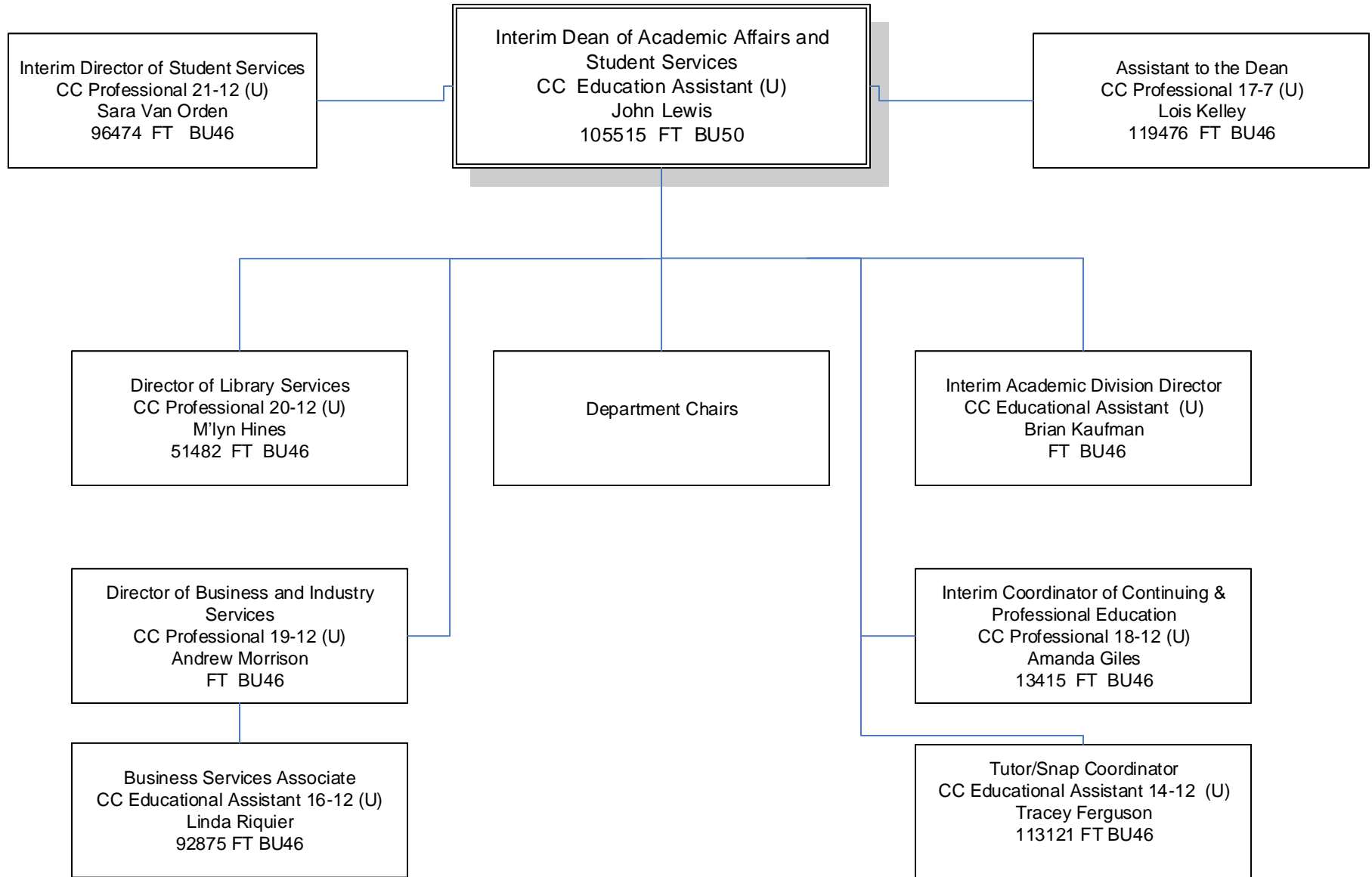
Quinebaug Valley Community College
Organizational Chart – Human Resources/Payroll
July 1, 2019



Quinebaug Valley Community College
 Organizational Chart
 Advanced Manufacturing Technology Center – July 1, 2019



Quinebaug Valley Community College
 Organizational Chart – Academic Affairs
 July 1, 2019



Quinebaug Valley Community College
Organizational Chart – Academic Affairs
Faculty – July 1, 2019

Interim Dean of Academic Affairs and
Student Services
CC Education Assistant (U)
John Lewis
105515 FT BU50

Assistant to the Dean
CC Professional 17-7 (U)
Lois Kelley
119476 FT BU46

Accounting
PC Business
CC Professor (U)
Jennifer Oliver
51559 FT BU46

Business- DC
CC Professor (U)
Erin Pagano
51491 FT BU46

PC Computer Science
CC Associate Professor (U)
Christopher Parden
106121 FT BU46

Fine Arts/Graphics
PC Art
CC Professor
Ann Joly
84695 FT BU46

Fine Arts
CC Professor (U)
Mark Szantyr
51581 FT BU46

Early Childhood Education
PC Early Childhood
CC Professor (U)
Susan Spencer
51584 FT BU25

Early Childhood Education
CC Associate Professor (U)
Cynthia Shirshac
51558 FT BU46

Biology
CC Professor (U)
Melissa Phillion
51479 FT BU46

Engineering Science
CC Associate Professor (U)
Jakob Spjut
89941 FT BU25

PC Medical Lab Technician
CC Assistant Professor (U)
Timothy Shizume
115246 FT BU46

PC Medical Lab Assisting
CC Assistant Professor (U)
Brian Clinton
51579 FT BU46

Allied Health
CC Professor (U)
Cynthia Brassington
51595 FT BU46

Political Science - DC
CC Professor (U)
Jayne Battye
51565 FT BU46

Psychology/Sociology
CC Professor (U)
Ling-Chuan Chu
81522 FT BU46

Instructor of Spanish
CC Professor (U)
Elkin Espitia-Loaiza
51568 FT BU46

Humanities
CC Assistant Professor (U)
Mark Lowe
51480 FT BU46

Sociology/Anthropology
CC Professor (U)
Brian Donohue-Lynch
51495 FT BU46

Manufacturing Assistant
CC Educational Asst. 17-12 (U)
Philip Lemieux
120943 FT BU46

English - DC
CC Professor (U)
Scott DeShong
51562 FT BU25

English/Communications
CC Professor (U)
Beth Alves
51577 FT BU46

PC Developmental English
CC Professor (U)
Jonathan Andersen
89756 FT BU25

Developmental English
CC Associate Professor (U)
Jane Carey
51585 FT BU25

Mathematics - DC
CC Professor (U)
Denise Walsh
51567 FT BU46

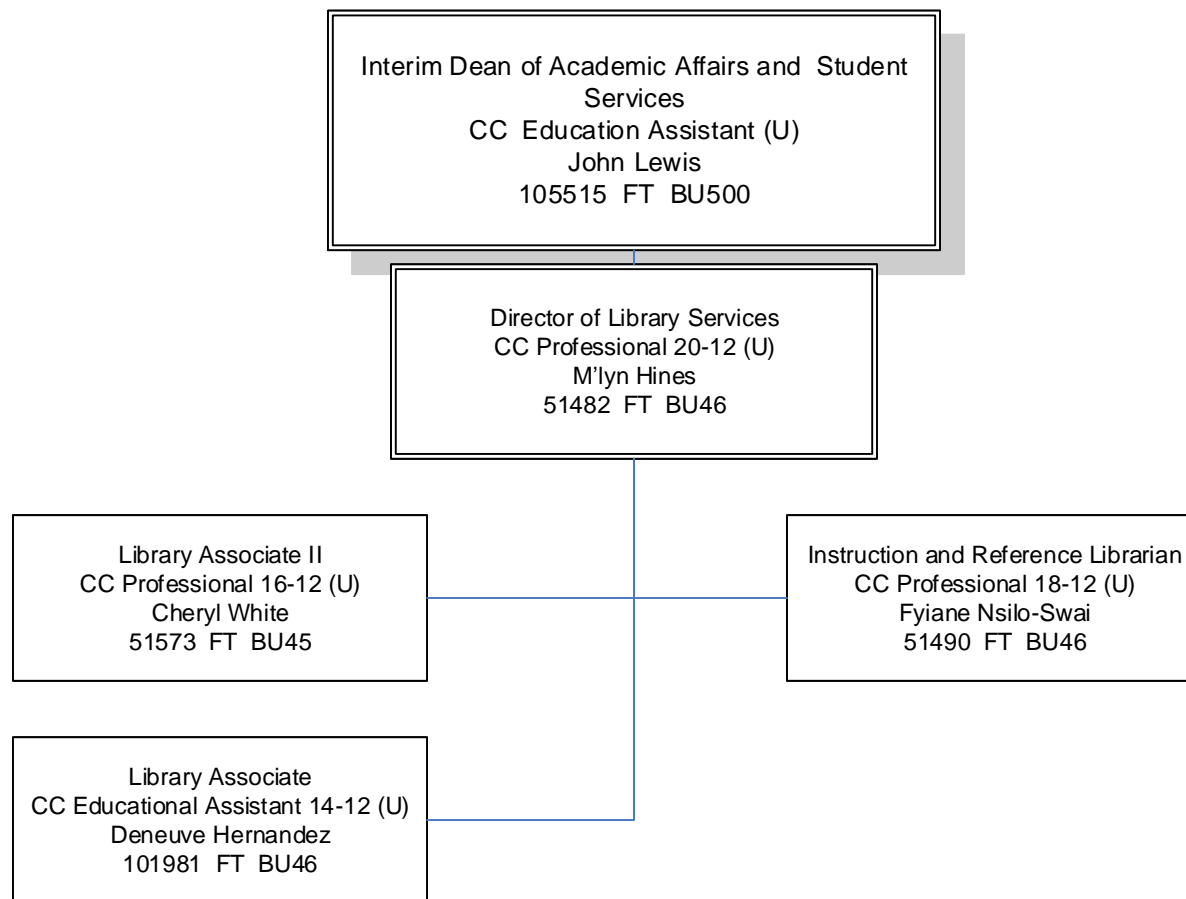
Mathematics
CC Assistant Professor (U)
Joachim Bullacher
51596 FT BU46

Math / Remedial Math
CC Professor (U)
Joy Mark
51600 FT BU46

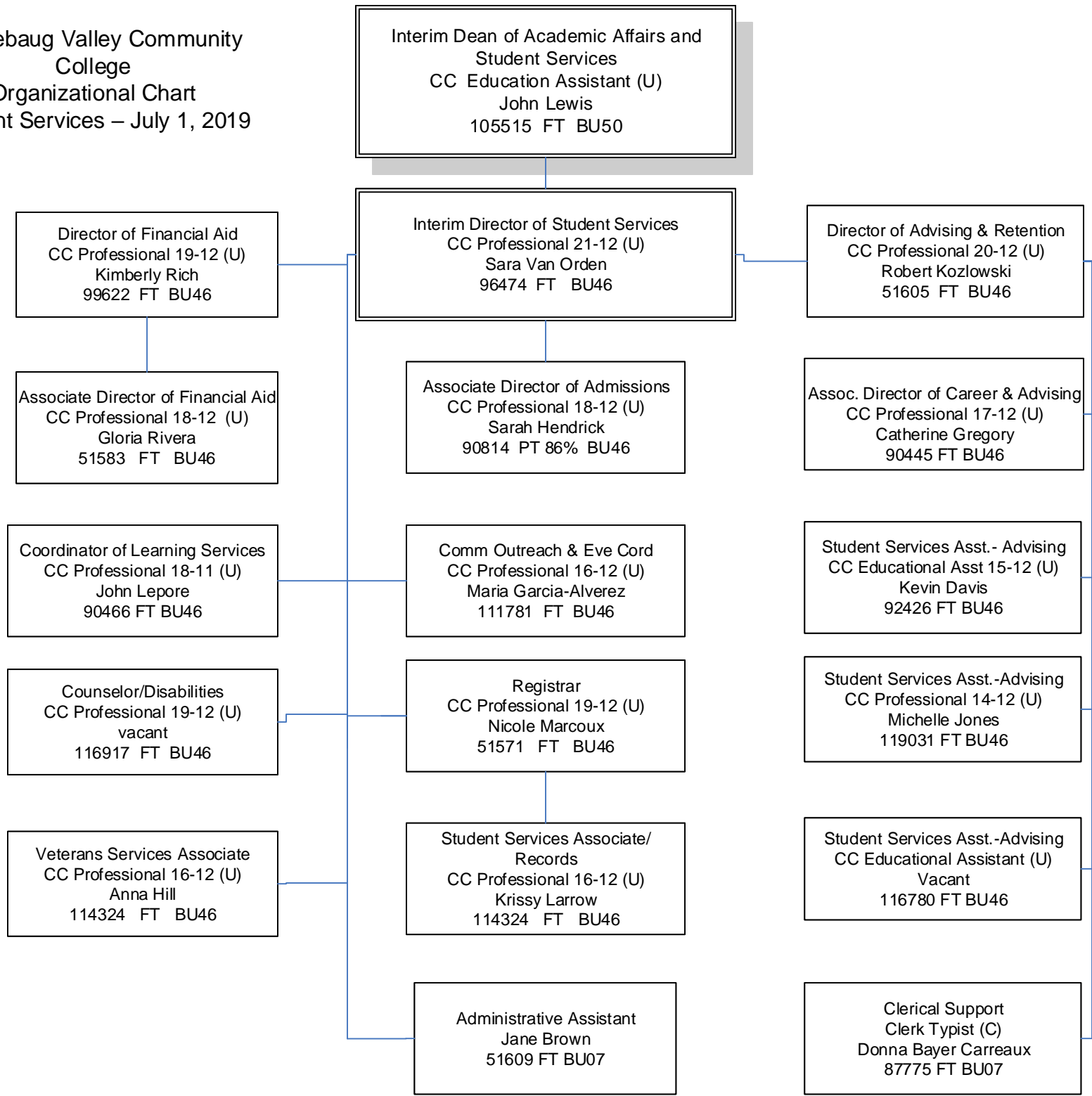
Mathematics
CC Assistant Professor (U)
Debora Rimkus
51485 FT BU46

Mathematics
CC Professor (U)
Kudzai Zvoma
84699 FT BU46

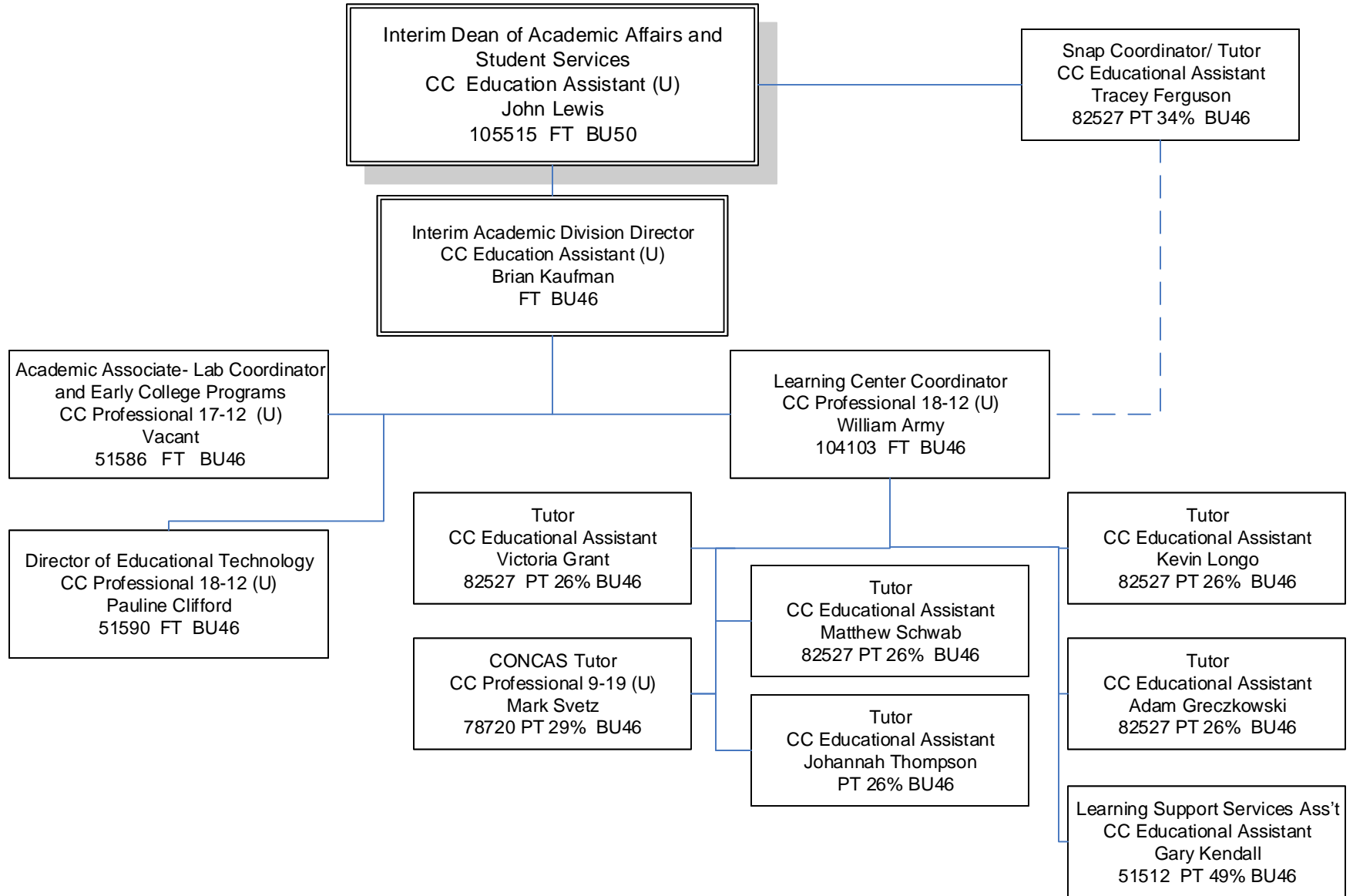
Quinebaug Valley Community College
Organizational Chart – Academic Affairs
Library Media Services – July 1, 2019



Quinebaug Valley Community College
 Organizational Chart
 Student Services – July 1, 2019



Quinebaug Valley Community College
 Organizational Chart – Student Services
 Academic Division – July 1, 2019



ABHES FACULTY DATA FORM

(This document should be typewritten.)

All information identified on this form must be substantiated in the faculty file)

Name of Employee: Timothy Shizume

Name of Institution: Quinebaug Valley Community College

City & State: Danielson, CT 06239

CURRENT POSITION HELD:

Position Title (Director of Education, President, Faculty, etc.) Program Coordinator

Date of employment by this institution: August 2017 Full-Time Part-Time

EDUCATIONAL BACKGROUND:

List below all post-secondary education, beginning with the most recent:

NAME OF INSTITUTION	LOCATION (city/state)	MAJOR	DATES ATTENDED	DEGREE & DATE RECEIVED
New York Chiropractic College	Seneca Falls, NY	Chiropractic	9/84 – 12-87	D.C., 12/87
Stony Brook University	Stony Brook, NY	Med Tech	9/77 – 6/81	B.S.

Title of educational certificate or license currently held: _____

This document was issued by: _____ Date: _____

Certificate/license expiration date: _____

PROFESSIONAL EXPERIENCE (Start with position held immediately prior to present one):

NAME OF ORGANIZATION	TITLE	NATURE OF DUTIES	DATES	
			FROM	TO
Hartford HealthCare	System Director	Quality Management	8/18	Present
Hartford HealthCare	Regional Dir.	Oversee multiple hospital labs	7/08	8/18
UMass Memorial Medical Center	Director	Oversee hospital lab	10/05	7/08

IN-SERVICE SESSIONS ATTENDED (during last 12 months):

NAME(S) OF PRESENTER	TOPIC(S)	LOCATION	DATE ATTENDED
HHC	Annual in-service for healthcare employees	On-line courses	6/2018
Med-IQ	Information sharing and patient participation	On-line course	10/15/18
Med-IQ	Improving care through a patient and family centered approach	On-line course	10/4/18

PROFESSIONAL EDUCATIONAL DEVELOPMENT (during last 12 months):

(Documentation evidencing activities listed must be in faculty file)

ACTIVITY (<i>seminar, workshop, conventions, continuing education, coursework, etc.</i>)	TITLE/TOPIC/COURSE	DATE(S)	LOCATION
Institute Healthcare Improvement	Quality Management	1/19 – 4/19	On-line 8 session seminar
Advanced LEAN Training	LEAN Silver certification	8/21-23/2018	HHC facility
Basic LEAN Training	LEAN Bronze certification	2/21/18	HHC facility

List professional organizations related to what you are teaching in which you currently hold membership:

American Society for Clinical Pathology (ASCP)

American Association of Clinical Chemistry (AACC)

College of American Pathologists (CAP)

List current professional publications subscriptions related to what you are teaching:

AACC/Clinical Laboratory News

CURRENT EDUCATIONAL RESPONSIBILITIES: Identify your teaching schedule for a typical week during the past month. List all classes taught.

COURSES TAUGHT	INDICATE THE <u>NUMBER OF HOURS</u> ALLOTTED TO TEACHING EACH DAY						
	SUN	MON	TUE	WED	THUR	FRI	SAT
Clinical Chemistry		3		3			
Immunohematology and Serology		3		3			
Clinical Internship I			4				
Clinical Internship II			4				
Intro to Clinical Lab Science		3		3			

Timothy K. Shizume

SIGNATURE OF FACULTY MEMBER

July 17, 2019

DATE

ABHES FACULTY DATA FORM

(This document should be typewritten.)

All information identified on this form must be substantiated in the faculty file)

Name of Employee: Christina Carter

Name of Institution: Quinebaug Valley Community College

City & State: Danielson, CT 06239

CURRENT POSITION HELD:

Position Title (Director of Education, President, Faculty, etc.) Adjunct Faculty

Date of employment by this institution: August 2019 Full-Time _____ Part-Time X

EDUCATIONAL BACKGROUND:

List below all post-secondary education, beginning with the most recent:

NAME OF INSTITUTION	LOCATION (city/state)	MAJOR	DATES ATTENDED	DEGREE & DATE RECEIVED
Southern Illinois University	Carbondale, IL	Workforce Ed	1/2011 – 8/2011	Cert. 8/2011
Three Rivers Comm. College	Norwich, CT	Nurse Aide	4/2004 – 7/2004	Cert. 7/2004

Title of educational certificate or license currently held: _____

This document was issued by: _____ Date: _____

Certificate/license expiration date: _____

PROFESSIONAL EXPERIENCE (Start with position held immediately prior to present one):

NAME OF ORGANIZATION	TITLE	NATURE OF DUTIES	DATES	
			FROM	TO
Three Rivers Community College	Adjunct	Phlebotomy technician prog.	11/2012	Present
APPS Portamedic	Phlebotomist	Performed phlebotomy proced.	1/2015	6/2015
Lawrence & Memorial Hospital	Phlebotomist	Phlebotomy; specimen processing	7/2012	10/2013

IN-SERVICE SESSIONS ATTENDED (during last 12 months):

NAME(S) OF PRESENTER	TOPIC(S)	LOCATION	DATE ATTENDED
1222314	Current Phlebotomy Topics	On-line courses	8/13/19
1221806	Coronary Artery Disease	On-line course	8/13/19
5110505	Stress and the workplace	On-line course	8/13/19

PROFESSIONAL EDUCATIONAL DEVELOPMENT (during last 12 months):
 (Documentation evidencing activities listed must be in faculty file)

ACTIVITY (<i>seminar, workshop, conventions, continuing education, coursework, etc.</i>)	TITLE/TOPIC/COURSE	DATE(S)	LOCATION
5240303	Thin Prep PAP	8/13/19	On-line training
1220719	Review of Arterial Blood Gas	3/14/19	On-line training
1221906	Patient safety and med error	3/14/19	On-line training

List professional organizations related to what you are teaching in which you currently hold membership:

NCCT- Certified Phlebotomy Technician

List current professional publications subscriptions related to what you are teaching:

CURRENT EDUCATIONAL RESPONSIBILITIES: Identify your teaching schedule for a typical week during the past month. List all classes taught.

COURSES TAUGHT	INDICATE THE <u>NUMBER OF HOURS</u> ALLOTTED TO TEACHING EACH DAY						
	SUN	MON	TUE	WED	THUR	FRI	SAT
Phlebotomy Technician		3		3		3	

Christina Carter
 SIGNATURE OF FACULTY MEMBER

July 29, 2019
 DATE

ABHES FACULTY DATA FORM

(This document should be typewritten.)

All information identified on this form must be substantiated in the faculty file)

Name of Employee: Peter Speciale

Name of Institution: Quinebaug Valley Community College

City & State: Danielson, CT 06239

CURRENT POSITION HELD:

Position Title (Director of Education, President, Faculty, etc.) Adjunct Faculty

Date of employment by this institution: August 2018 Full-Time _____ Part-Time X

EDUCATIONAL BACKGROUND:

List below all post-secondary education, beginning with the most recent:

NAME OF INSTITUTION	LOCATION (city/state)	MAJOR	DATES ATTENDED	DEGREE & DATE RECEIVED
University of Dentistry and Medicine of New Jersey	Trenton NJ	Clinical laboratory science/management with Microbiology track	2006-2011	MS
Hunter College	NY,NY	Clinical laboratory science	1/96-1/98	BA
New York City Technical College	Bklyn/NY	Clinical laboratory science	9/89-10/93	AAS

Title of educational certificate or license currently held: _____

This document was issued by: _____ Date: _____

Certificate/license expiration date: _____

PROFESSIONAL EXPERIENCE (Start with position held immediately prior to present one):

NAME OF ORGANIZATION	TITLE	NATURE OF DUTIES	DATES	
			FROM	TO
L+M/WH Hospital YNHH	Microbiology Manager	Lab Management/testing	11-2013	present
St. Peter's Healthcare	Microbiology Manager	Lab management/testing	9-2012	11-2013
Maimonides Medical center	Microbiology Supervisor	Lab management/testing	5-2009	8-2012
St Joseph's Hospital	Senior Microbiology technologist	Lab testing	8-2000	5-2009

IN-SERVICE SESSIONS ATTENDED (during last 12 months):

NAME(S) OF PRESENTER	TOPIC(S)	LOCATION	DATE ATTENDED
Heidi Pierce	Molecular PCR	Westerly Hospital	9-2018
Alicja Ruppel	Enteric Molecular PCR	L+M Hospital	11-2018

PROFESSIONAL EDUCATIONAL DEVELOPMENT (during last 12 months):
 (Documentation evidencing activities listed must be in faculty file)

ACTIVITY (seminar, workshop, conventions, continuing education, coursework, etc.)	TITLE/TOPIC/COURSE	DATE(S)	LOCATION
Microbiology continuing education	Bacteriology, mycology, mycobacteriology, virology	5/31/2019	L+M hospital
Microbiology continuing education	Blood Cultures	5/31/2019	L+M hospital

List professional organizations related to what you are teaching in which you currently hold membership:
 Certified in Microbiology ASCP with current certified maintenance.

List current professional publications subscriptions related to what you are teaching:

CURRENT EDUCATIONAL RESPONSIBILITIES: Identify your teaching schedule for a typical week during the past month. List all classes taught.

COURSES TAUGHT	INDICATE THE NUMBER OF HOURS ALLOTTED TO TEACHING EACH DAY						
	SUN	MON	TUE	WED	THUR	FRI	SAT
Clinical Microbiology		3		3			

Beth Special
 SIGNATURE OF FACULTY MEMBER

5/31/19
 DATE

ABHES FACULTY DATA FORM

(This document should be typewritten.)

All information identified on this form must be substantiated in the faculty file)

Name of Employee: Patricia York

Name of Institution: Quinebaug Valley Community College

City & State: Danielson, CT 06239

CURRENT POSITION HELD:

Position Title (Director of Education, President, Faculty, etc.) Adjunct Faculty

Date of employment by this institution: August 2017 Full-Time _____ Part-Time X

EDUCATIONAL BACKGROUND:

List below all post-secondary education, beginning with the most recent:

NAME OF INSTITUTION	LOCATION (city/state)	MAJOR	DATES ATTENDED	DEGREE & DATE RECEIVED
Univ. of Michigan	Lansing, MI	Mol. Bio	12/2017 -	M.S. in progress
UMN-NJ Rutgers Univ.	Newark, NJ	Med Tech	1992-93	Cert. 1993
Rutgers University	New Brunswick, NJ	Animal Science	1988-1992	B.S., 1992

Title of educational certificate or license currently held: MT

This document was issued by: ASCP Date: 1993

Certificate/license expiration date: none

PROFESSIONAL EXPERIENCE (Start with position held immediately prior to present one):

NAME OF ORGANIZATION	TITLE	NATURE OF DUTIES	DATES	
			FROM	TO
Hartford HealthCare/Backus Hospital	MT II	Bench Technologist	2/2016	Present
Hartford HealthCare/Backus Hospital	Reg. Phleb. Supv	Supervise multiple phleb depts.	9/2009	2/2016
Hartford HealthCare/Backus Hospital	MT II	Bench Technologist	8/2000	9/2009

IN-SERVICE SESSIONS ATTENDED (during last 12 months):

NAME(S) OF PRESENTER	TOPIC(S)	LOCATION	DATE ATTENDED

PROFESSIONAL EDUCATIONAL DEVELOPMENT (during last 12 months):
 (Documentation evidencing activities listed must be in faculty file)

ACTIVITY (<i>seminar, workshop, conventions, continuing education, coursework, etc.</i>)	TITLE/TOPIC/COURSE	DATE(S)	LOCATION

List professional organizations related to what you are teaching in which you currently hold membership:
American Society for Clinical Pathology (ASCP)

List current professional publications subscriptions related to what you are teaching:

CURRENT EDUCATIONAL RESPONSIBILITIES: Identify your teaching schedule for a typical week during the past month. List all classes taught.

COURSES TAUGHT	INDICATE THE <u>NUMBER OF HOURS</u> ALLOTTED TO TEACHING EACH DAY						
	SUN	MON	TUE	WED	THUR	FRI	SAT
Clinical Hematology			3		3		

Patricia York
 SIGNATURE OF FACULTY MEMBER

April 27, 2019
 DATE

ABHES FACULTY DATA FORM

(This document should be typewritten.)

All information identified on this form must be substantiated in the faculty file)

Name of Employee: William F. Wood

Name of Institution: Quinebaug Valley Community College

City & State: Danielson Connecticut

CURRENT POSITION HELD:

Position Title (Director of Education, President, Faculty, etc.) Adjunct Professor

Date of employment by this institution: 8/27/19 Full-Time _____ Part-Time x

EDUCATIONAL BACKGROUND:

List below all post-secondary education, beginning with the most recent:

NAME OF INSTITUTION	LOCATION (city/state)	MAJOR	DATES ATTENDED	DEGREE & DATE RECEIVED
Danbury Hospital School Of Medical Technology	Danbury/CT	Medical Technology	2003-2004	MT Certificate 2004
Western Connecticut State University	Danbury/CT	Biology	1999-2002	Bachelor's Degree 2002
Naugatuck Valley Community College	Waterbury/CT		1997-1999	

Title of educational certificate or license currently held:

MT(ASCP)^{CM}

This document was issued by: American Society of Clinical Pathologists Date: 3/1/17

Certificate/license expiration date: 3/31/2020

PROFESSIONAL EXPERIENCE (Start with position held immediately prior to present one):

NAME OF ORGANIZATION	TITLE	NATURE OF DUTIES	DATES	
			FROM	TO
Day Kimball Hospital Laboratory	Manager	Oversee day to day operations	6/2018	present
Day Kimball Hospital Laboratory	Supervisor	Oversee Chemistry, Urinalysis, Immunology	7/2011	6/20/18
Charlotte Hungerford Hospital	Supervisor	Oversee Chemistry section of lab	2006	2011

IN-SERVICE SESSIONS ATTENDED (during last 12 months):

NAME(S) OF PRESENTER	TOPIC(S)	LOCATION	DATE ATTENDED
Studer Group	Leadership Development Training	Grille 37, Pomfret Center CT	3/19/19

Sruder Group	Leadership Development Training	Windham County 4H, Pomfret Center CT	8/30/18

PROFESSIONAL EDUCATIONAL DEVELOPMENT (during last 12 months):
 (Documentation evidencing activities listed must be in faculty file)

ACTIVITY (<i>seminar, workshop, conventions, continuing education, coursework, etc.</i>)	TITLE/TOPIC/COURSE	DATE(S)	LOCATION

List professional organizations related to what you are teaching in which you currently hold membership:

List current professional publications subscriptions related to what you are teaching:

CURRENT EDUCATIONAL RESPONSIBILITIES: Identify your teaching schedule for a typical week during the past month. List all classes taught.

COURSES TAUGHT	INDICATE THE <u>NUMBER OF HOURS</u> ALLOTTED TO TEACHING EACH DAY						
	SUN	MON	TUE	WED	THUR	FRI	SAT

SIGNATURE OF FACULTY MEMBER

DATE

ROOM E181

	Equipment		Models
2	Cholesterol LDX + Printer	6	Skin
3	Digital Oral Thermometer	5	Brain
6	Dissecting Microscopes	4	Heart
3	Earscan Thermometers	2	Kidney
1	ECG Machine	1	Nephron
2	Exam Tables	3	Sagittal Head
2	Floor Scales	4	Arm Muscles
1	Full Manequin	4	Leg Muscles
18	Handheld Glucose Meters	13	Skulls
5	Hemocue	2	Ear
1	Hospital Bed	3	Eye
2	INRatio	2	Chest
30	Microscopes		
1	Pulse ox		
11	Sphygmomanometers		
16	Stethoscopes		
3	Thermoscan Thermometers		
2	Walkers		
1	Wall Sphygmomanometer		
1	Wheelchair		

ROOM E183 Prep & Back Hall			
Equipment			
2	Autoclave	25	50 mL Beakers
2	Hotplate/Stirrer	20	150 mL beakers
1	Balances	40	250 mL beakers
1	Water Still	46	400 mL beakers
1	Blender	37	600mL beakers
1	Dishwasher	25	25 mL erlenmeyers flasks
2	Ref./Freezer	17	50 mL Erlenmeyer flask
1	Microwave	42	125 mL Erlenmeyer flask
1	Miniature Oven	45	250 mL Erlenmeyer flask
12	250ml Filter System Disposable	12	500 mL Erlenmeyer flask
2	Vacuum Filter System	4	1000 mL Erlenmeyer flask
		2	2000 mL Erlenmeyer flask

ROOM E185

Equipment		Models	
2	Incubator	2	Animal Cell
8	Hotplates	1	Plant Cell
1	Ref./Freezer	4	Evolution Skull Set
6	Spectrophotometers	2	Mitosis Models
2	Vortex Mixers	15	Bacti-Cinerators
4	Mini Cetrifuge		
2	ISO-Temp Waterbaths		
2	ISO-Temp Dry Baths		
2	UV Transilluminators		
1	Photmetric Analyzer		
2	EDVO Thermocycler		
28	Microscopes		
8	Dissecting Microscopes	10 pk	1mL pipets
8	Electronic Balances	12 pk	5 mL pipets
2	Bar Balances	13 pk	10 mL pipets

ROOM E187 Lab			
	Equipment		
5	Balances		
2	Centrifuges -lg		
1	Centrifuges -sm		
5	Hotplates		
1	File Cabinet		

ROOM M154

Equipment			Vacutainer Tubes
1	Ames Tube Rocker	3	Light Green (tray 50)
5	Autoclave ups	5	Tan (tray 50)
4	Bacticinerator	23	Gold (tray 50)
5	Blood Drawing Arms	42	Light Blue (tray 50)
3	Blood Drawing Station Chairs	2	Beige (tray 50)
1	Centrifuge - Large	15	Dark Blue (tray 50)
1	Centrifuge - small	8	Dark Dark Green (tray 50)
9	Cholestech	1	Lavender & Yellow (tray 50)
2	Countertop Autoclave	7	Yellow (tray 50)
25	Diff Counter	10	Clear (tray 50)
2	Electrocardiograph	11	Red (tray 50)
3	Exam Screens	4	Rust (tray 50)
2	Exam Tables	4	Rust & Grey (tray 50)
1	Floor Scales	5	Light Purple (tray 50)
1	Hospital Bed	5	Dark Purple (tray 50)
1	Infant Scale		
5	Insectable Training Arm		Pharmacology
2	Manual HCT	84	Intradermal Injection Simulator arms
12	Microscopes	6	Injecta Pads
2	Portable Commodes	1	y-type Blood w/injection site
1	Siemens Clinitek	2	Primary I.V. Plumset
	Spiracrit	3	I.V. Administration set
2	Sysmex	3	(40ct.) Practi-vaccine B Single Dose
	Ultrasonic Cleaner	3	(30ct.) Practi powder 10 ml.
	Urocheck 120	45	Practi-Regular Insulin U100
1	Venipuncture Training Aid	19	Practi- NPH Insulin U100
4	Hemocue meters	7	Sterile Water for Injection 5 ml. single dose
4	Pulse ox meters	10	Practi-optic drops 10 ml
4	INR meters	10	Practi-inhaler
15	glucose meters	33	Bacteriostaic 0.9% NaCl 30ml
2	Incubator	4	Flex-pen trainer
4	Rotators	9	Injectapads
1	ACE Alera Chemistry Analyzer	50	0.9% NaCl injection 2ml w/lever lock
1	Serafuge	500	Dosage cups
1	Incubator	2	Practi- infant heel
	Syringes/ needles	15 pk	2 x 2 gauze sponge
1 bx	5cc-no needle (100)	13 bx	alcohol wipes
16 bx	3cc 23GX1" (100)	5 bx	bandaides
2 bx	1cc	89	non-latex touniquets
5	5cc X 22g x 11/2" (50)		
1 bx	6cc X 20g x 11/2" (50)	Media	
1 bx	3cc - no needle		Agar (granulated)
			Albumin
30 bx	20G 1 1/2" (100)		Bile Esculin
21 bx	22G 1 1/2" (100)		EMB

50	10 mL graduated cylinder		
24	25 mL graduated cylinder		
16	50 mL graduated cylinder		
29	100mL graduated cylinder		
5	500 ml graduated cylinder		
2	1000 mL graduated cylinder		
2	2000 mL graduated cylinder		
15	glass funnels		
16	plastic funnels		

Test Kits		Supplies	
5	"Lab in a Box"	6	Baseline Holter prep Kit
1 bx	Harmony Prenatal Test	2 bx	Disposable EKG Electrodes
4 bx	Occult Blood Testing	6	ER Laceration Tray w/ instruments
1	PT/PTT	2.5 bx	Hemataseal
5 bx	Quickview Mononucleosis	4	NaCl Isotonic Saline 0.97
5 bx	Quickview Strep A test	1 bx	Polylined towel/Drape
2 bx	Quickview Strep test	3	PPE
7 bx	Quickview hCG test	7	Preop Skin Prep Tray
2	FDP Plasma Assay Kit	1 bx	Slides w/grids
1	APTT-XL Kit w/ controls	1 bx	Tongue Depressors
2 bx	RPR card tests	6 bx	Urinalysis Clarity Urocheck 10 sg
1	Coag Plasma-EDTA	12 bx	Hemocue cuvettes
8 bx	Sure-View RF	3 bx	INR test strips
5 kits	AC1 Now	8 bx	Glucose test strips
1	PYR test kit	2 bx	Disposable transfer pipets
1 bx	API 20E test strips	1	1mL pipets
5 bx	Hardy discs	1	5 mL pipets
5 bx	TAXO strips	1	10 mL pipets
1	CBC-CT Plus	6 pk	Hemocytometer slides
4pks	Biobag environmental chamber	5 pk	Urocheck test strips
1	Ictotest	5 pk	Blood culture tubes
2	Sedi-Rate Kits	5 bx	Microscope slides
4	Blood typing kits	5 bx	Coverslips
2 bx	KOVA slides	8	glass staining trays
	BBL Sensi-discs:	Stains	
	Optochin		Aceto-orcein 1%
	Streptomycin		Aceto-orcein 2%
	Ampicillian		Acid fushsin
	Ciprofoxacin		Benedict's solution
	Erythromycin		Benedict's solution
	Vancomycin		Benedict's solution
	Ceftazidine		Biuret Reagent
2 bx	Indole		Biuret Reagent
3 bx	Voges- Proskauor A		Bromocresol green
2 bx	Voges- Proskauor B		Bromocresol purple
2 bx	Nitrate A		Bromophenol blue
2 bx	Nitrate B		Bromothymol blue
2 bx	Oxi-Dry slides		TB Quick Stain Carbol Fuschin, Reagent A
2 bx	India Ink		Carmine Alum Lake
			Congo Red
			Congo Red
			Cresol Red
			Crystal Violet Stain
			Eosin Y
			Litmus pure, indicator grade

		Malachite green (oxalate)
		Methyl orange (indicator)
		Methyl orange(indicator)
		Methyl red
		Methyl violet
		Methyl violet
		Methyl yellow
		Methyl yellow
		Methylen blue hydrate,pure
		Neutral red
		Phenol red
		Pyrocatechol violet
		Safranin Stain
		Safranin Stain
		Safranin Stain
		Sudan III
		Sudan IV
		Thymol blue
		Thymol blue
		Toluidine blue
		Wright's solution
		Wright's stain

- 4 Btls Gram stain
- 4 Btls Decolorizing agent
- 4 Btls Safranin Stain
- 4 Btls Crystal Violet Stain
- 2 btles Methylene blue stain

Report for Medical Laboratory Technician Program

Prepared by M'lyn Hines, Director of Library Services

June 5, 2019

General Description of Library

The Quinebaug Valley Community College Library subscribes to the principles held forth in the American Library Association's (ALA) Library Bill of Rights and its Code of Ethics. The Library fosters student success by teaching essential skills, building essential collections, providing essential resources and point-of-need support. We offer students, faculty, staff, and community users a welcoming space to gather, study, reflect, question, and learn.

The main library is located on the second floor of the Danielson campus, accessible by staircase, ramp, elevator, and through an entrance in the Learning Center. Hours change contingent on the academic calendar. Library services include circulation, reference, instruction, online research guides, scaffolded research, media, reserves, interlibrary loan and resource sharing, collection development, acquisitions and cataloguing, and archives. Supplemental library services are also offered at QVCC's satellite facility at Windham Technical High School in Willimantic (known as QV@WT), including instruction, reference appointments, and material delivery. The QVCC Library is staffed by four full-time professionals and para-professionals, including a Director of Library Services, a Reference and Instruction Librarian, a Librarian Associate II and a Librarian Associate I. The director and the librarian hold master's degrees in library and information studies from ALA-accredited institutions; one para-professional holds a bachelor's degree and one an associate's degree.

Overview of Library Resources

The collection in the main library consists of approximately 27,500 circulating print books and 200 non-circulating reference titles, 74 print serials, and over 2,300 DVD/Blu-ray titles. Through purchases of digital resources and through subscription to numerous electronic databases, the QVCC Library provides access to 230,000 academic and reference e-book titles; over 40,000 journal, magazine, and newspaper titles, many of which are full-text and peer-reviewed; millions of sourced images, approximately 300,000 video segments; and, thousands of multimedia resources. Electronic subscriptions can be searched and retrieved at various levels of content access, such as full-text, indexed with abstracts, indexed with full citation, streamed, and downloaded in whole or in part. Students, faculty and staff have the ability to access the Library's electronic resources remotely using a NetID and password at the Connecticut Community College portal, myCommNet.

The library's ability to provide both print and electronic resources to meet students' research and learning needs was greatly expanded in January, 2017, when Connecticut's 12 public community colleges, four state universities, Charter Oak College and the Connecticut State Library launched a new resource-sharing consortium, the Connecticut State Colleges and Universities Integrated Library Project (CSCU-ILP). Using a shared discovery tool, our students may now search the print collections of all 18 member-institutions and instantly request delivery of resources not

otherwise available on the QVCC campus; the consortium partnership also expanded the wealth of electronic resources available, including many in full-text format. Through interlibrary loan services provided by our librarians, students may also obtain access to materials available from libraries outside the consortium and beyond the borders of Connecticut.

In support of online learning, and to facilitate electronic modes of research and document delivery, the QVCC Library provides students with networked workstations and peripherals: 58 PCs, eight Macs, three multimedia viewing stations, seven printers (including one wireless printer for students with laptops, Chromebooks, or smartphones), two photocopiers, and access to phone chargers and flash drives. At the QV@WT satellite, students have access to 10 PCs, one printer, copier services, flash drives, and chargers. At both locations, students have free Wi-fi access.

Additionally, the Library maintains and lends an inventory of media equipment, purchased to support classroom teaching and learning. Equipment includes, but is not limited to, digital photography and video cameras, LCD panels and projectors, document cameras and overhead projectors, iPods and digital recorders, microphones, laptop computers, and plasma television displays. Beginning in 2019-2020, with grant funding provided by the National Network of Libraries of Medicine/New England Region, and in collaboration with QVCC's office of disability services, the library will have new adaptive equipment available for student borrowers, such as voice recorders and smartpens.

Librarians provide support for faculty teaching in the college's online classrooms, hosted by the Blackboard Learning System, where the library's subscription-based resources may be added to course shells using hyperlinks directed through the proxy server. Librarians also create assignment-specific research and resource guides posted to the Library website and, frequently, embedded in Blackboard course shells along with how-to video tutorials.

Student learning and research is directly supported by two full-time librarians who offer one-on-one scaffolding in the library and who teach Information Literacy Instruction (ILI) classes, both in the library classroom computer-lab and in faculties' classrooms. Working closely with faculty, librarians design each unit of ILI to meet the unique needs of specific course assignments and learning outcomes. During the 2018-2019 Academic Year, for example, QVCC librarians taught 48 units of ILI attended by over 900 students at the Danielson campus and QV@WT. ILI program performance is assessed each semester through the distribution of exit-ticket surveys, student and faculty surveys following research assignment completion; grading of student citations in some courses; and review of authentic student work products in others.

Resources to support the Medical Laboratory Technician Program

The QVCC Library develops its collections using a needs-analysis model, which demands an understanding of library patrons—their goals and their needs—along with a rigorous survey of the already existing collection. In keeping with the “learners first” philosophy of the college, the Library makes student-centered decisions, based on the course curricula, with an emphasis on accredited programs. Print volumes and DVDs are added based upon faculty request, student

need, ongoing assessment of the relevance and currency of the collection, the availability of new or updated publications, and the availability and accessibility of those same titles among the library's electronic and streaming resources.

QVCC librarians periodically evaluate the requirements of the medical technology core and career courses to ensure that the appropriate information resources are available to students working on assignments, and as a support to the overall General Education Outcomes of the Medical Laboratory Technician degree. In direct support of the Medical Laboratory Technician Program, the Library's collections include over 1400 circulating and reference print titles. DVD titles targeting Medical Laboratory Technician students number approximately 106 (does not include nursing-related) or 112 (includes nursing-related). Print volumes unavailable at the QVCC Library may be borrowed through direct resource sharing within the CSCU-ILP consortium—using the shared discovery tool, students locate the desired resource and submit a request for transit to QVCC. Print resources unavailable through the consortium may be requested through librarian-mediated interlibrary loan (ILL). Below is a list of print books currently available for MLT students to borrow from the QVCC Library:

Blood Cells: Morphology & Clinical Relevance
Body Fluids Morphology Bench Guide
BOC Study Guide Enhanced Edition Clinical Lab Exam 6E
Practical Lab Diagnosis of Dx: Clinical Chemistry
Blood Cells Grading Guide 2nd Edition
Case Studies in Hematology and Coagulation 2nd edition

The library's e-book collection, with several full-text reference and academic databases, has over 14,500 (including nursing) OR 11,600 (not adding nursing as a search term) titles relating to medicine, health care, and biology, including over 822 titles dealing with specific topics in allied health and medical services. Students may search within specific e-book databases or may search all e-books at once by using the library's discovery tool. A streaming video service provides students and faculty with access to 11,400 documentary titles (31,600 searchable video segments) relating to health and medicine, biology, and allied health. The Library's electronic collections also include thousands of subscriptions to health and medical-related full-text journals and magazines, available through several dozen databases. All these electronic resources are accessible remotely using a NetID and password at the Connecticut Community College portal, myCommNet.

Through EBSCOhost Online Research Databases, students and faculty can search:

- CINAHL – Comprehensive searchable database for nursing and allied health journals and magazines. More than 600 full-text journals; more than 5,500 indexed journals; more than 6,000,000 archived records (some full-text dating back to 1981), and searchable cited references.
- Health Source: Nursing/Academic Edition – Full-text scholarly journals focused on many medical disciplines, with an emphasis on nursing and allied health. 330 full-text journals (including 260 peer-reviewed); 830 indexed journals with abstracts.

- Medline – Over 5,000 indexed journals with abstracts containing medical information and medical journal coverage relating to medicine, nursing, health care, pre-clinical sciences, and more. Includes some full text coverage dating back to 1965; and indexing back to 1949.
- Academic Search Premier. A multi-disciplinary database with coverage in the areas of biology, chemistry, health, medicine, etc., includes over 18,000 indexed and abstracted journals and magazines (more than 15,000 peer-reviewed). Over 4,600 journals are available in full-text, including more than 3,900 peer-reviewed titles.

Through Gale Cengage Learning, students and faculty can search:

- Health & Wellness Resource Center - Comprehensive consumer health resource with multimedia coverage on a full range of health-related issues, including disease and disorder information, drugs, diagnostics and tests, therapies and treatments. More than 1,300 top medical journals and 2,200 general interest publications, more than 75% of which is full-text; full-text e-reference from specialized health-related encyclopedias; streaming video and transcripts from Harvard Health Publications Group, Mayo Clinic Video, and more; and directory searching for clinics, medical centers, and foundations.
- Health Reference Center Academic – Full-text nursing and allied health journals, along with personal health information sources. More than 28,000,000 articles as of May 23, 2019.
- Science in Context. Millions of full-text articles from science encyclopedias, reference books, national and global periodicals. Topics covered include: biology, chemistry, earth and space science, environmental science, health and medicine, history of science, life science, physics, science and society, science as inquiry, scientists, technology and wildlife. Also includes images, videos, and over 200 experiments and projects.

Through Infobase, students and faculty can search:

- Issues & Controversies. Thousands of articles present the background information and opposing viewpoints on matters of public policy debate. Topics addressed include many in the areas of health care and medicine.

Research guides developed by librarians in collaboration with Allied Health faculty direct students to this rich array of electronic resources and also to recommended, high-quality websites and information portals, such as those curated by the National Network of Libraries of Medicine, the National Institutes of Health, and the Centers for Disease Control. Librarians prepare and provide information literacy instruction for Allied Health classes that teaches critical source evaluation skills and provides scaffolding for student inquiry and research. During the 2018-

2019 academic year, for example, two ILI sessions were conducted for Allied Health courses and three online resource guides were created, introduced to students taking these courses, and made available online.

In summary, the QVCC Library maintains a comprehensive collection of print and digital information resources to support the Medical Laboratory Technician Program's core and career courses. In keeping with the "learners first" philosophy of the college, the librarians at QVCC make it their mission to teach students in the Medical Laboratory Technician Program how to access, evaluate, and integrate information resources into their assignments. The Library uses systems of regular collection evaluation and patron assessment to provide relevant, up-to-date services to all of its populations.

List of Textbooks for MLT Program

ENG 101 –

Author: Colombo

Title: Rereading America

ISBN: 9781319056360

Edition: 11th

MAT 137 –

Author: Pearson

Title: MyLab Math Digital Access Code for Follett

ISBN: 9780135374214

Edition: N/A

MED 125 –

Author: Moasio

Title: Medical Language

ISBN: 9781285854212

Edition: 3rd

Author: Tabers

Title: Cyclopedic Medical Dictionary

ISBN: 9780803629776

Edition: 22nd

BIO 115 –

Author: Atsma

Title: Human Biology Lab Manual

ISBN: 9780134283814

Edition: 8th

Author: Johnson

Title: Human Biology

ISBN: 9780134042435

Edition: 8th

BIO 235 –

Author: Pillion

Title: BC Symbiosis QVCC

ISBN: 9780536997548

Edition: N/A

Author: Tortora

Title: Microbiology

ISBN: 9780321929150

Edition: 12th

Author: Cowan

Title: Microbe Files
ISBN: 9780805349283
Edition: N/A

Author: Alexander
Title: Microbiology: Photographic Atlas
ISBN: 9780805327328
Edition: N/A

CHE 111 –
Author: Burns
Title: Fund of Chemistry Lab
ISBN: 9780130337269
Edition: 4th

Author: Burns
Title: Fund of Chemistry
ISBN: 9780130337191
Edition: 4th

Goggles
Scrub Jacket
Calculator

HLT 141 –
Author: Strasinger
Title: Phlebotomy Notes
ISBN: 9780803625945
Edition: N/A

Author: Strasinger
Title: Phlebotomy Textbook
ISBN: 9780803668423
Edition: 3rd

HLT 170 –
Author: Lewis
Title: Medical Law, Ethics & Bioethics for Health Professionals
ISBN: 9780803627062
Edition: 7th

Author: Gawande
Title: Being Mortal
ISBN: 9780805095159
Edition: N/A

MLT 101 –
Author: Turgeon

Title: Linne & Ringsrud's Clinical Laboratory Science
ISBN: 9780323225458
Edition: 7th

MLT 102 –
Author: Strasinger
Title: Urinalysis & Body Fluids
ISBN: 9780803639201
Edition: 6th

MLT 200 –
Author: Harmening
Title: Heme Notes
ISBN: 9780803619029
Edition: N/A

Author: Ciesla
Title: Hematology in Practice
ISBN: 9780803625617
Edition: 2nd

MLT 202 –
Author: Larson
Title: Clinical Chemistry
ISBN: 9781455742141
Edition: N/A

MLT 204 –
Author: Howard
Title: Basic & Applied Concepts of Blood Banking
ISBN: 9780323374781
Edition: 4th

Author: Stevens
Title: Clinical Immunology & Serology
ISBN: 9780803644663
Edition: 4th

MLT 206 –
Author: Lammert
Title: Techniques in Microbiology
ISBN: 9780132240116
Edition: N/A

Author: Tille
Title: Bailey & Scott's Diagnostic Microbiology
ISBN: 9780323354820
Edition: 14th

MLT 210 & 212

Author: Harr

Title: Medical Laboratory Science Review

ISBN: 9780803668270

Edition: 5th

Advisory Board Members

Timothy Shizume, MT(ASCP), MLT Program Coordinator,
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Medical Laboratory Program Effectiveness Plan

The program effectiveness plan is an internal quality assessment tool used by the MLT program to evaluate the program and to design strategies to improve performance. The plan includes the collection of data and then analyze the data in order to identify strategies for continuous improvement.

The program starts its assessment on July 1 of each year and ends June 30th of the next year.

Methods of Assessment

Student surveys – given to student at end of their program. Handed out in one of their last clinical course (May and December)*

Graduate Surveys – sent to students 3 months after their graduation (March and August)*

Internship Site Surveys – put in Internship folder

Employer Surveys - sent in March and August, follow-up in April or September if not received*

Resource Assessment/Satisfaction Surveys (sent to students) – sent in February

Internship Evaluations (student evaluation of internship and internship evaluation of student) – given to student and site in their internship folders.

Student Evaluations of Faculty (student rating forms) – every semester

Classroom Observation and Faculty Evaluation – first semester teaching and every 5th afterwards

Enrollment Data - gathered by College's Institutional Researcher and Registrar

Graduation Data – gathered by the Registrar

Certification Exam Data - gathered by Program Coordinator

*QVCC graduates twice a year in May and December. Since the majority of the MLT students are part time, they could graduate in either month.

Program Goals:

1. To prepare entry-level competent medical laboratory technicians.
2. For students to earn certification as a MLT(ASCP) by successfully passing the examination given by the American Society for Clinical Pathologist or the American Medical Technologists.
3. To obtain national program accreditation through the Accrediting Bureau of Health Education Schools
4. Respect the rights of patients, colleagues, and other health care professionals, and safeguard confidences within the constraints of legal, ethical, and moral conduct.
5. Practice within the profession's ethical and legal framework.
6. Maintain professional competence and utilize opportunities for continuing education and career advancement.

Learning Outcomes:

1. Apply knowledge of theory and principles related to body fluids, chemistry, hematology, microbiology, immunology, blood bank, and laboratory information systems.
2. Apply knowledge of fundamental biological characteristics related to laboratory testing.
3. Apply principles of performing basic laboratory procedures.
4. Accurately perform venipuncture and capillary puncture procedures.
5. Assess results by correlating laboratory data with clinical or other laboratory data.
6. Evaluate laboratory data to recognize disease states.
7. Prepare and process specimens, equipment, and instruments as well as controls and reagents.
8. Perform within ethical and legal guidelines as well as within the profession's scope of practice.

MLT Program Student Population

The students in the MLT program are similar to the students enrolled in any program at QVCC. They come from varying backgrounds. The following are characteristics of the students enrolled in the MLT Program:

The majority of the students attend school part time. A few have transferred from other institutions, while a few switched their majors within the QVCC system. Most work at least part time, but some work full time and some are unemployed. Many already work in health care as phlebotomists or lab assistants. Please see snapshot below of the student population:

1. % who are attending FT 29%
2. % who are attending PT 71%
3. Age range 18 to 56, with the average age being 30.1 and the median 28.0
4. % who are transfers 2 of the 55 (4%) are transferring in *this* (spring 19) term.
5. % who hold a GED <1%
6. % who English is a second language) 0%

Specific Program Effectiveness Areas

Program Retention Rate

MLT program retention process is done by the Program Coordinator with assistance from the Registrar and, if needed, the Institutional Researcher. Retention data is tracked and reviewed twice a year, at the beginning of the fall and spring semesters.

Data

Based on the Retention Back-up Form completed in July 2019, the MLT program has a 50% retention rate.

Analysis

The MLT program is satisfied with the retention rate and will continue to follow.

Action Plan

The program is satisfied with the retention rate, especially with the program in its infancy. Going forward, the program continues to assess the retention rate. The retention rate goal for 2019-2020 is set for 75%, knowing that some attrition may occur.

Factors (potential) influencing retention rate include-

- Class scheduling
- Lab equipment and resources
- Satisfaction with faculty and staff
- Faculty/staff turnover
- Curriculum/content

Credentialing Exam Participation Rate

There is a question on the graduate survey regarding taking and passing the exam. Follow-up via email or phone will be done as needed. Credentialing Exam participation rate will be monitored after each graduating class.

Data – N/A

Analysis - N/A

Action Plan

*The MLT program is not accredited at this time, thus the two graduates are unable to take the national certification exam. According to Mela Paladino at the AMT, once the program becomes accredited, these two students will be able to take the AMT exam. The Program Coordinator will keep in contact with these graduates to inform them when they will be able to take the exam.

Credentialing Exam Pass Rate

There is a question on the graduate survey regarding taking and passing the exam. Follow-up via email or phone will be done as needed. Exam pass rate will be monitored after each graduating class.

Data - N/A

Analysis - N/A

Action Plan – N/A

Job Placement

There is a question on the graduate survey regarding taking and passing the exam. Job placement will be monitored after each graduating class.

Data

According to the Placement Back-up Form, the two students who graduated in May 2019 have not gotten a position as an MLT. One student was hired by their internship site as a phlebotomist/lab assistant until he is able to take the national MLT credential exam. The other student took the national phlebotomy exam in August and is currently looking for employment as a phlebotomist.

Analysis

Due to the fact the 2 graduates cannot sit for the national certification exam, they are unable to find employment as an MLT. However, one student is currently working in a clinical lab.

Action Plan

Continue to monitor employment of these two graduates.

Student Satisfaction/Resource Assessment Survey

The Satisfaction/Resource Assessment surveys ask 16 questions with a 1-5 rating with 5 being strongly agree. The form asks for an overall rating from 1-5 as well as questions about resource strengths and areas of improvement. The survey is sent out every Spring Semester.

In addition to formal surveys, the program coordinator obtains qualitative data via input from full and part time faculty, professional staff, and advisees regarding resources and student satisfaction.

Data

Students completed 44 Satisfaction/Resource Assessment surveys during the Spring 2019 semester. Classes surveyed included all MLT courses that ran that semester:

MLT 101 Intro to Clinical Laboratory Procedures

MLT 102 Urinalysis and Body Fluids

MLT 200 Clinical Hematology

MLT 202 Clinical Chemistry

HLT 141 Techniques of Phlebotomy

Analysis

Course	Overall Rating	Comments
MLT 101 Intro to Clinical Laboratory Procedures	6/6 Strongly Agree or Agree	<ol style="list-style-type: none">1. More homework2. Liked the one-one tutoring, teacher communication, PPT lectures & textbook3. Liked the instructor4. More posting in Bb5. Satisfied with program support and resources6. Unprepared for quizzes7. Would have liked more hands-on review

MLT 102 Urinalysis and Body Fluids	6/6 Strongly Agree or Agree	<ol style="list-style-type: none"> 1. Utilize Bb more for grading and presentation of content 2. Liked the instructor 3. Liked the ppt slides and study guides 4. Satisfied with program
MLT 200 Clinical Hematology/ MLT 202 Clinical Chemistry	5 Strongly agree 4 Agree 4 Neutral 5 Disagree	<ol style="list-style-type: none"> 1. Not enough supplies at the start of the semester (multiple comments) 2. Some courses have effective lecture while others you have to self-teach 3. Faculty have been very good, knowledgeable (multiple comments) 4. Need a single classroom space for each class (multiple comments) 5. Wish courses were offered more than once a year (2 comments) 6. Lab time was helpful (multiple comments) 7. Satisfied with the program (multiple comments)
HLT 141 Techniques of Phlebotomy	14/14 Strongly agree or agree	<ol style="list-style-type: none"> 1. Liked the instructor, very supportive 2. Wished the course was in the same room for all classes 3. Instructor missed too many classes 4. Give daily assignments instead of semester packet/give more homework 5. Post grades sooner so know standing in course (multiple comments) 6. Lab time helped understand lecture; liked the hands-on part of course (multiple comments) 7. Liked the Learning Center and tutoring sessions and the Library 8. Would like more lab time 9. Liked seeing all of the lab equipment

Action Plan

The Allied Health Lab is shared with the Medical Assisting program, so to accommodate both the MA and MLT programs, some of the clinical MLT courses have lecture in a traditional classroom and lab in the AH Lab. The MLT Program Coordinator keeps in constant contact with the MA Program Coordinator when scheduling program courses.

The program has made the following changes:

1. Hired new faculty and program coordinator to address class-related issues
2. Requiring use of Blackboard by all faculty

3. Revamped supply ordering process to ensure availability of required supplies.
4. Instituted required competencies for all courses to include required labs.

All program faculty were instructed to make sure they utilize the gradebook and discussion portion of their Bb course shell and to post grades in a timely manner.

The MLT Program Coordinator had a conversation with the Clinical Hematology course with regards to the supplies that are needed for the course. He also did a full visual inventory of the AH Lab Classroom and put in a complete supply order as well as ordered a new chemistry analyzer.

Student Rating Forms

QVCC requires that Student Rating Forms are given out to all courses each semester. These forms specifically ask questions about the instructor and their course management techniques. Instructors are never in the classroom while students are completing the forms, and results are not given to the instructors until the semester is over. The Program Coordinator is given access to all adjunct rating forms for review and assessment.

Data

QVCC utilizes the same student rating form for all courses. It consists of 10 questions that have a rating from 1-4 with 4 being the best. The results form provides a cumulative answer for each question then tabulates an overall rating that is out of 4.0. The form has an optional comments area as well.

Students completed 50 Student Rating Forms during the Spring 2019 semester. Classes surveyed included all MLT courses that ran that semester:

MLT 101 Intro to Clinical Laboratory Procedures

MLT 102 Urinalysis and Body Fluids

MLT 200 Clinical Hematology

MLT 202 Clinical Chemistry

HLT 141 Techniques of Phlebotomy

Analysis

Course	Overall Rating	Comments
MLT 101 Intro to Clinical Laboratory Procedures	3.1/4.0	3 students left comments. All related to how great the instructor and the powerpoint lectures were.
MLT 102 Urinalysis and Body Fluids	3.1/4.0	3 students left comments: 5. Utilize Bb more 6. Liked the instructor 7. Liked the ppt slides and study guides

MLT 200 Clinical Hematology	3.7/4.0	10 students left comments. All related to how professional, passionate and knowledgeable the instructor was.
MLT 202 Clinical Chemistry	3.9/4.0	6 students left comments. 4 comments related to how professional, passionate and knowledgeable the instructor was. One comment related to how helpful the ppt lectures and textbook was and one comment asked for more lab time.
HLT 141 Techniques of Phlebotomy	2.98/4.0	6 students left comments: 10. Liked the professor 11. Wished the course was in the same room for all classes 12. Instructor missed too many classes 13. Give daily assignments instead of semester packet 14. Post grades sooner so know standing in course (2 comments)

Action Plan

The Allied Health Lab is shared with the Medical Assisting program, so to accommodate both the MA and MLT programs, some of the clinical MLT courses have lecture in a traditional classroom and lab in the AH Lab. The MLT Program Coordinator keeps in constant contact with the MA Program Coordinator when scheduling program courses.

The program has made the following changes:

The instructor who missed multiple class times during the Spring 2019 semester has not been hired back.

The MLT Program Coordinator had a conversation with the Clinical Hematology course with regards to the supplies that are needed for the course. He also did a full visual inventory of the AH Lab Classroom and put in a complete supply order as well as ordered a new chemistry analyzer.

Internship Survey

Data

Two surveys were sent to Day Kimball Hospital and Harrington Healthcare. Two surveys were returned for analysis.

Analysis

Both sites strongly agreed that the students they received for their clinical rotations were prepared for their internships. One site did mention their student did not know how to use a volumetric pipet.

Action Plan

Additional skills using volumetric pipets will be introduced to MLT 101 Intro the Clinical Lab Science.

Graduate Survey

Data

Graduate surveys were sent to the two MLT graduates. Neither survey was sent back. Multiple attempts to contact both graduates were unsuccessful.

Analysis

Action Plan- discuss graduate surveys with all MLT students in last semester to stress the importance of returning this information so that the information can be used to make improvements in the program.

Employer Survey

One of the two May 2019 graduates obtained a position as an MLT.

Data – hired September, 2019- no data received as of this application.

Analysis - N/A

Action Plan - N/A

Delivery Method Assessment

Currently, the MLT program remains a fully on-ground program and there are no plan to convert any courses to online or hybrid delivery methods.

Curriculum Assessment

The program coordinator uses many different tools/surveys in order to assess the MLT curriculum. Curricular changes such as course name change, deletion or addition of pre-requisites, course objectives, and/or course description must go through the proper local campus approval process. Should the program coordinator need to add additional courses/credits to the program, this change must go through the System program change approval process.

Data

Student Satisfaction/Resource surveys, student rating forms, faculty classroom observation evaluations, internship surveys, and MLT Advisory Board input.

Analysis

The curriculum is reviewed each semester by the Program Coordinator and faculty for appropriateness and completeness. Any changes (additions/deletions) to the content are reviewed and approved by the Program Coordinator in conjunction with the Academic Division Director.

Action Plan

For Fall, 2019, the major changes to the curriculum was the increased focus on Labs for the CORE MLT courses (Hematology, Chemistry, Microbiology, and Immunology/Immunochemistry).

Once this plan has been completed and sent to ABHES, it will then be shared with the College's Chief Academic Office, Dean of Academics, as well as each member of the MLT Advisory Board. All of the above areas of assessment will be discussed with the Advisory Board during their spring meeting. Input will be gathered from the members with regards to all of these areas.

