



# Medical Laboratory Technology Program Program Review Spring 2022

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## Introductory Section and Background Information

The Medical Laboratory Technology (MLT) Program at the University of New Mexico-Gallup (UNM-G) offers students the opportunity to achieve a 71- credit associate degree. The MLT program is one of the health-related programs administratively housed in the college's Health Careers Center under the Department of Education, Health and Human Services.

Medical laboratory technicians have diverse and multi-level functions in the areas of collecting, processing, and analyzing biological specimens and other substances, principles and methodologies, performance of assays, problem-solving, troubleshooting techniques, significance of clinical procedures and results, principles, and practices of quality assessment, for all major areas practiced in the contemporary clinical laboratory. Medical laboratory technicians perform, evaluate, correlate, and assure accuracy and validity of laboratory information; direct and supervise clinical laboratory resources and operations; and collaborate in the diagnosis and treatment of patients.



**[0A: An executive Summary that provides a one- to two-page summary/abstract of the information contained with the program review.](#)**

The MLT Program Review Report presents the following:

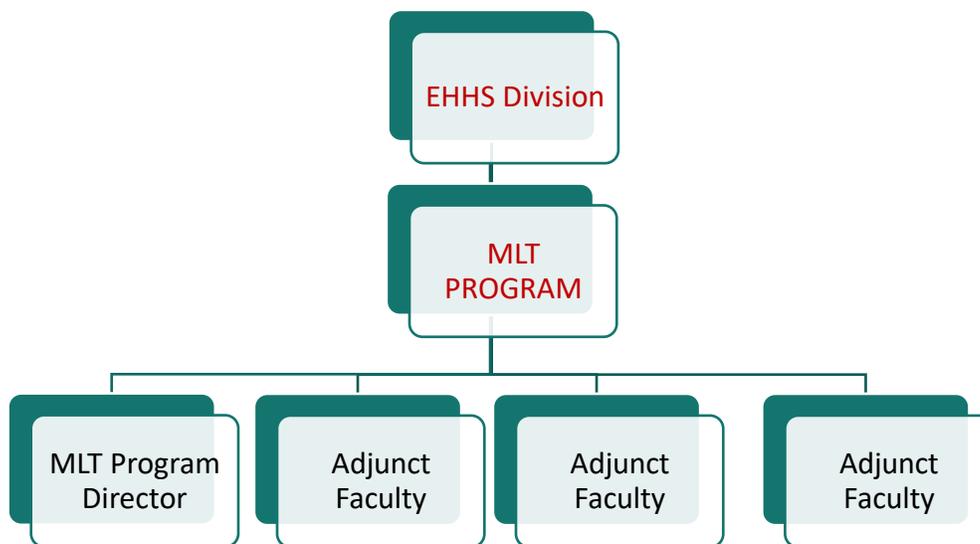
- Introductory Section and Background Information: history, organizational structure, supervision, accreditation, previous program review
- Program goals: vision and mission, learning goals, constituents and stakeholders, community activities
- Teaching and Learning – Curriculum: AS MLT curriculum, course descriptions, general education courses, modes of delivery
- Teaching and Learning – Continuous Improvement: program assessment
- Students: recruitment, admissions, enrolment trends, persistence, graduation trends, advisement, support services, student success and retention initiatives, placement
- Faculty: qualifications, credentials, professional development, experience
- Resources and Planning: institutional support, advisory board, budget, staff, library resources
- Facilities: program space, classroom, laboratory, equipment, technology
- Program Comparisons: parallel programs at peer institutions, regional and national comparisons
- Future Direction: program strengths and challenges, strategic planning, directions and priorities

**0B: A brief description of the history of the program under review.**

The MLT Program was formerly located on the grounds of Gallup Indian Medical Center. Laboratory training in the Gallup area was originated by GIMC when it founded the MLT certificate program in the late 1960's. For many years GIMC operated this hospital-based program at the current location. In 1983 UNM-Gallup and GIMC teamed to co-sponsor the MLT associate degree program. This arrangement continued until 1996. At that time the hospital substantially reduced support due to constricting resources, and the University of New Mexico-Gallup assumed primary sponsorship for the program. The transition was completed with the construction of a new Health Careers building on the UNM-Gallup campus in fall 2001.

**0C: A brief description of the organizational structure and supervision of the program, including a diagram of the organizational structure.**

The MLT Program is under the Education, Health and Human Services Division headed by the Division Chair. Accreditation requires that a NAACLS-approved Program Director, who meets the required national qualifications, manages the Program. As of Spring Semester 2022, the Program has one full-time MLT faculty, who also serves as the Program Director and Clinical Coordinator, and three adjunct instructors who teach MLT courses in fall and spring semesters.



**0D: Information regarding specialized/external program accreditations associated with the unit including a summary of findings from the last external review. If not applicable, indicate that the unit does not have any specialized/external program accreditations.**

The MLT Program is accredited by the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS). NAACLS is the premier agency for international accreditation and approval of educational programs in the clinical laboratory sciences and related health care disciplines ([www.naacls.org](http://www.naacls.org)). Primary aspects of the NAACLS programmatic accreditation process are: (1) the self-study process; (2) the site visit process; (3) evaluation by a review committee, (4) assessment of review committee evaluation by the Quality Assurance Committee, and (5) evaluation by the Board of Directors. Evaluation is based on Standards, which are the minimum criteria used when determining programmatic accreditation.

Summary of findings from last external review:

The self-study report was submitted to NAACLS in Spring 2018; followed by the response to the self-study review in summer 2018; site visit in fall 2018; response to site visit review in early spring 2019; RCAP review in March 2019; board award granted in May 2019.

The MLT Program was granted reaccreditation for five years until April 30, 2024.

Site Visit Report:

## Areas of Strength:

- ▶ Program Director is highly qualified, energetic, flexible, and passionate about the MLT program.
- ▶ Program meets the needs of the health care community and allows growth in medical laboratories, as it supplies qualified, entry level candidates
- ▶ Involved advisory committee with good input into program curriculum, outcomes and assessments.
- ▶ University lab is spacious, well equipped, and accessible to students

## Area of Concern:

- ▶ One full time faculty and one part time distant online instructor are not sufficient for a program with two entry points. The program director serves as lab instructor for all courses and some face-to-face lectures, in addition to program administration and clinical coordination for two cohorts of students in Fall and Spring semester. Because of this, she is unable to have regular and consistent contact with clinical affiliates and limited or no time for recruitment of new students. Long term planning of programmatic needs, such as increasing graduate participation in sitting for the BOC cannot be accomplished within the time frame of the current teaching/administration schedule.

**0E: A brief description of the previous Program Review for the program. The description should note when the last review was conducted. The description should also provide a summary of the findings from the Curricula Committee's final report and how the program addressed the Committee's recommendations.**

The previous MLT Program Review was submitted in Fall 2016. No official Curricula Committee (CC) Report regarding the said Program Review was found in the UNM-G website as of this writing. However, the CC Chair and Member discussed the following concern with the MLT Program Director immediately after the PR was tabled by the Committee in October 2016: the total number of credits (71 cr) for AS MLT exceeds the ideal number of 60-61 credits.

After several meetings and consultations with the Committee, Division Chair, MLT Advisory Board, NAACLS, UNM MLS, and per the new state requirements, we're now working on a new **AAS** MLT curriculum.

## Document 1: Program Goals

1A: Provide a brief overview of the vision and mission of the program and how the program fits into the vision and mission of the UNM-Gallup campus.

The University of New Mexico – Gallup Medical Laboratory Technology Program develops *lifelong learners to be clinically competent and culturally sensitive professionals* delivering diagnostic testing services to clients within our rural health care setting.

The UNM-G MLT Program is designed to prepare graduates for employment in hospital and medical clinic laboratories as entry-level laboratory professionals, and to build in them a solid foundation of knowledge, skills, and abilities to undertake additional study for advanced degrees. To this end, the MLT Program has identified the following goals:

- Program Goal #1: Provide high quality education and training that enables graduates to pass the MLT board examinations.
- Program Goal #2: Provide high quality education and training that enables graduates to obtain suitable employment in the healthcare field.
- Program Goal #3: Provide high quality education and training that enables graduates to continue their formal educations by transferring to four-year colleges or universities to earn a Bachelor’s degree
- Program Goal #4: Meet the staffing needs of local and regional healthcare facilities by providing graduates with the knowledge, skills and abilities needed to meet performance

While the program is relatively small, its presence has prevented a chronic shortage of laboratory professionals from developing while providing much needed employment opportunities for residents of the region. During the course of the MLT program’s existence, it has produced numerous graduates, most have entered the local workforce, and many have gone on to earn Bachelor’s degrees. Several graduates have continued their educations to earn advanced degrees i.e. Master's Degree, Ph.D. or M.D.

The MLT Program aims to continue helping students fulfill their potential and become productive members of society, thereby improving the quality of life for both themselves and the community they serve.

### Mission Statement

“The University of New Mexico – Gallup Medical Laboratory Technology Program develops *lifelong learners to be clinically competent and culturally sensitive professionals* delivering diagnostic testing services to clients within our rural health care setting.”

**1B: Describe the relationship of the program's vision and mission to the University of New Mexico's vision and mission.**

The MLT Program of the University of New Mexico - Gallup is dedicated to fulfilling the following components of the college's strategic plan:

1. Provide the opportunity for students to earn an Associate of Science Degree.
2. Provide the opportunity for students to prepare for employment and to become a part of the workforce.
3. Provide the opportunity for students to meet transfer requirements toward earning a Bachelor's Degree.
4. Meet the needs of the community to improve the quality of life.
5. Build a foundation for the student to become a lifelong learner.

**1C: List the overall learning goals of the program.**

The UNM-G MLT Program is designed to prepare graduates for employment in hospital and medical clinic laboratories as entry-level laboratory professionals, and to build in them a solid foundation of knowledge, skills, and abilities to undertake additional study for advanced degrees.

**1D: Explain the manner in which learning goals are communicated to students. Please provide specific examples.**

The goals are written on the MLT Student Handbook and are discussed with new MLT students upon acceptance to the Program. Specific learning goals for each course are also conversed at the beginning of the semester and all throughout the course.

**1E: Describe the program's primary constituents and stakeholders.**

The MLT Program's primary constituents and stakeholders include students, faculty, and clinical laboratories/local hospitals/employers. There are 33-47 registered students (MLT major) per semester in the past five years. The faculty include MLT instructors and general education faculty. The MLT Program has one full-time faculty who also serves as the Program Director and Clinical Coordinator. Student advisement/recruitment is also a function of the full-time faculty. Three adjunct instructors teach hybrid MLT courses with both lecture and lab components. General education pre-requisite courses include English/Communications, Math, Chemistry, Biology, Arts and Humanities, Social and Behavioral Sciences, Health/Physical Education. Employers include local and surrounding hospitals: Rehoboth McKinley Christian Health Care Services, Gallup Indian Medical Center, Tsehootsooi Medical Center in Fort Defiance, AZ, Zuni Public Health Services, Cibola General Hospital in Grants, NM, Tricore Reference Laboratories all over NM, Crownpoint Health Care Facility, and other Indian Health Services in Shiprock, Red Mesa, Four Corners area, Winslow, Chinle, Tuba City, Kayenta, Ganado, Albuquerque area, etc.

**1F: Provide examples of outreach or community activities (local, regional, national, and/or international) offered by the program. These could include activities such as colloquia,**

conferences, speaker series, performances, community service projects, etc. Provide an assessment of these activities in relation to the program’s educational objectives.

The MLT Programs sponsors and participates in community outreach events such as blood drives, community health fairs, bone marrow donor recruitment. These activities provide co-curricular actual experiences for students while learning the theoretical foundation in their MLT courses.

**BLOOD DRIVE**

Transform a life, and your own

**University of New Mexico- Gallup Campus**

**TUESDAY, NOV. 2**  
9:00 AM - 2:00 PM  
GURLEY HALL COMMONS

Contact Corine Gonzales at 863-7598 to schedule an appointment or visit us at [donors.vitalant.org](http://donors.vitalant.org)

**GIVE BLOOD TODAY | vitalant.org**  
Eligibility questions? Call 503.686.9777

**vitalant**

**Community Health Fair**

sponsored by:  
New Mexico Cancer Center  
RMCHCS  
Rio West Mall  
UNM-Gallup

**Saturday April 30, 2016**  
at Rio West Mall  
10:00am-2:00pm

**Blood Screening Test**  
You may schedule an appointment to have your blood drawn at RMCH from April 4-16. Call 505.863.7325.

**Walking Together for Healthier Nations**  
Fun run/walk  
Registration 8am  
Big bear t-shirts  
Free t-shirts for participants

**Healthy Eating**

**Parent, Infant and Children Activities**

**Fire Safety House and Fire Extinguisher Training**

**Bicycle Safety and Car Seat Demonstrations**

**Live Entertainment, Zumba and much more!**

Results may be picked up during the Health Fair on April 30, at the Rio West Mall.

Webboth  
McKinley  
Children Health Care Services

For more information or to set up a booth call 505.863.7282.

**BE THE MATCH** **UNM GALLUP**

Raquela is 15 years old and loves to swim. She's also fighting cancer and in urgent need of a bone marrow transplant. A match will be especially hard to find since she is Native American and Hispanic. Both of these groups have a lower number of registered potential donors. Could you be her match? Please join the registry at [join.bethematch.org/UNMGallup](http://join.bethematch.org/UNMGallup)

Join online today to change those odds.  
Text UNMGallup to 61474



## Document 2: Teaching and Learning -- Curriculum

2A: Provide a detailed description of program curricula. Include a description of the general education component (if applicable) and program-specific components. Provide a brief justification for any credits required for program completion above the standard 60 credits.

### AS MLT Curriculum (71 credits)

#### General Education Requirements (37 credits)

##### Communications (6 credits)

ENGL 1110 Composition I (ENGL110)	3cr
ENGL 1120 Composition II (ENGL120)	3cr
COMM 2120 Interpersonal Communication (CJ221)	3cr

##### Fine Arts/Humanities (3 credits)

For required courses, refer to the UNM Core Curriculum.

##### Mathematics/Physical and Natural Sciences (11 credits)

Choose 3 credits from

MATH 1220 College Algebra (MATH121)	3cr
MATH 1240 Pre-Calculus (MATH150)	3cr
MATH 1350 Introduction to Statistics (STAT145)	3cr

Choose 8 credits from

CHEM 1120 Introduction to Chemistry for Non-Majors Lecture and Laboratory (CHEM111)	4cr
CHEM 1215/1215L General Chemistry I for STEM Majors (CHEM121/123L)	4cr
CHEM 1225/1225L General Chemistry II for STEM Majors (CHEM122/124L)	4cr
CHEM 2120 Integrated Organic and Biochemistry (CHEM212)	4cr

##### Biology (8 credits)

Choose from

BIOL 1140/1140L Biology for Health Sciences (BIOL123/124L)	4cr
BIOL 1310/1310L Introduction to Human Anatomy and Physiology I (BIOL136/139L)	4cr
BIOL 1320 Introduction to Human Anatomy and Physiology II (BIOL200)	4cr
BIOL 2210/2210L Human Anatomy and Physiology I (BIOL237/227L)	4cr
BIOL 2225/2225L Human Anatomy and Physiology II (BIOL238/228L)	4cr

##### Social and Behavioral Sciences (6 credits)

For required courses, refer to the UNM Core Curriculum.

**Health/Physical Education (2 credits)**

For required courses, refer to the UNM Core Curriculum.

**Health Sciences (1 credit)**

HCHS 101 Phlebotomy 1cr

**Medical Laboratory Technology Core (34 Credits):**

MLT 111 Intro to Basic Laboratory Skills, Urinalysis and Body Fluids*	4cr
MLT 112 Clinical Practicum: Phlebotomy*	1cr
MLT 211 Clinical Hematology & Coagulation***	4cr
MLT 214 Clinical Microbiology**	5cr
MLT 216 Clinical Chemistry **	4cr
MLT 219 Immunohematology and Serology***	4cr
MLT 271 Directed Clinical Practicum I*	4cr
MLT 281 Directed Clinical Practicum II*	6cr
MLT 291 Preparation for MLT Board Exam*	2cr

\*Offered in fall and spring semesters

\*\*Offered in fall semester only

\*\*\*Offered in spring semester only

**Course Descriptions****MLT 111 Introduction to Basic Laboratory Skills, Urinalysis, and Body Fluids (4)**

An introduction to the profession of medical diagnostic testing and the clinical laboratory. Content areas consist of: general laboratory safety, laboratory mathematics, general instrumentation, use of the microscope, urinalysis, and body fluids. Pre-/co-requisites: ENGL 101, MATH 119 or 122, and MLT 211 or consent of the instructor. Students are required to co-enroll in MLT 211 – Clinical Hematology and Coagulation. Prerequisite Validation: English and Mathematics competency are essential for the student to master the MLT core curriculum and progress toward the Associate of Science Degree.

**MLT 112 Clinical Practicum: Phlebotomy (1)**

Supervised clinical practice in the clinical pathology department of affiliated hospitals. Field laboratory experience in blood sample collection and processing that includes both Venipuncture and capillary puncture techniques. Pre-/co-requisites: HCHS 101 and MLT 111 or permission of instructor.

**MLT 211 Clinical Hematology and Coagulation (4)**

Introduction to the theory and practice of clinical hematology. The course includes: erythropoiesis, leukopoiesis, cell enumeration, the hemogram, white blood cell morphology, differentials, coagulation testing,

platelets, routine manual and automated methods, and correlation with pathologies.

#### **MLT 214 Clinical Microbiology (5)**

Comprehensive current clinical study of bacteriology, mycology, and parasitology; macroscopic and microscopic identification; biochemical identification profiles; bacterial antibiotic susceptibility patterns; parasitic life cycles. Pathology and epidemiology. Introduction to rickettsias and viruses. Prerequisites: MLT 111 and MLT 211.

#### **MLT 216 Clinical Chemistry (4)**

Theory, principles and procedures applicable to clinical chemistry. Focus on chemical analysis of blood and other body fluids using manual and automated techniques. Application to tests in the diagnosis of disease with review of abnormal physiology. Prerequisites: 111, 214, MATH 111 or 121, CHEM111 or 121.

#### **MLT 219 Immunohematology and Serology (4)**

Principles, procedures, and pathology for serology. Routine and advanced test procedures to identify and enumerate antibodies. Principles and procedures in Blood Banking. Introduction to genetics. Processing blood components for compatibility testing. Regulation dictated by AABB and FDA. Pre-/co-requisites: 111, 116, 214, 216, Math 121.

#### **MLT 271 Directed Clinical Practicum I (4)**

Supervised clinical practice in the clinical pathology department of affiliated hospitals. Field laboratory experience includes rotations through urinalysis, hematology, and chemistry. Prerequisites: 111, 116, and 214.

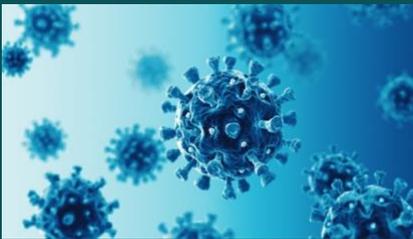
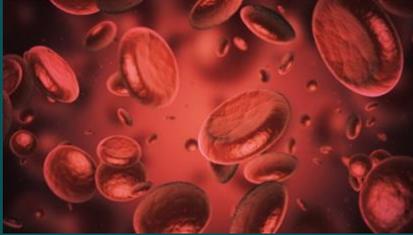
#### **MLT 281 Directed Clinical Practicum II (6)**

Continuation of MLT 271. Supervised clinical practice in the clinical pathology department of affiliated hospitals. Field laboratory experience includes rotations through blood bank, microbiology, advanced hematology, and serology.

#### **MLT 291 Preparation for MLT Board Examinations (2)**

Designed to integrate theory with MLT directed clinical practicum. A comprehensive and current review supplemented by reading assignments and questions on the following subjects: sample collection, coagulations, chemistry, microbiology, blood banking, serology, urinalysis, and calculations. Pre-/co-requisites: Students must have completed MLT 111, 112, 211, 214, 216, 219 and be concurrently enrolled in either MLT 271 or MLT 281.

***Note: We are currently working on a new AAS MLT curriculum in compliance with the new state requirements.***



2B: Describe the contributions of the program to other units/programs within UNM-Gallup, such as offering general education core courses, offering courses that fulfill pre-requisites of other programs, offering cross-listed courses, or supporting/complementing the work of other technical programs.

The general education courses required in the MLT curriculum are taught mostly by instructors in other Divisions. The pre-requisite courses are similar to other health careers programs offering Associate's degrees. AS MLT graduates can continue to obtain their Bachelor's degree in Medical Lab Sciences at main campus or in other universities. The AS MLT field experience can also fulfill the technical curriculum requirement of other related Bachelor's programs.

2C: Describe the modes of delivery used for teaching courses.

Most of our MLT courses have both lecture and lab components. Many courses are taught face-to-face in the classroom setting or in the clinical laboratories of our hospital affiliates for clinical practicum courses. Some courses are web-enhanced. Some are hybrid where lectures are delivered online, and labs are in-person.

## Document 3: Teaching and Learning – Continuous Improvement

### 3A: Describe the program’s assessment process and evaluation of student learning outcomes by addressing the questions below:

The MLT Program’s assessment plan is based on the benchmarks prescribed by the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS). The national standards require us to assess the program based on graduation, placement, and certification rates. The data are collected every semester, but the outcome measures are calculated by the most recent three-year period. The MLT Program reviews the following outcome measures: external certification pass rates, graduation rates, placement rates (employment in the field or further education), and attrition rates. The outcome measures are reviewed to assess program effectiveness and plan strategies on program improvement.

Here's an excerpt from the Fall 2021 report submitted to the UNM-G Assessment Committee:

<b>Student Learning Outcomes (SLOs)</b> <i>For each row in the table, provide a SLO. If needed, add more rows. A SLO may be targeted by or aligned with more than one program goal. If a program awards more than one degree (i.e., B.S., M.A. etc.), the SLOs for graduate and undergraduate must be different. Graduate degree SLOs must be different (Master ≠ Doctorate). For additional guidance on SLOs, click here.</i>	<b>Program Goal #</b> <i>Please list the Program Goal(s) that the SLOs are aligned under. Use the numbering system (1,2,3..) assigned above.</i>	<b>UNM Student Learning Goals</b> <i>Check as appropriate:            K=Knowledge;            S=Skills;            R=Responsibility</i>			<b>Assessment Measures</b> <i>Provide a description of the assessment instrument used to measure the SLO. For additional guidance on assessment measures, click here.</i>	<b>Performance Benchmark</b> <i>What is the program’s benchmark (quantitative goal/criteria of success for each given assessment measure)? State the program’s “criteria for success” or performance benchmark target for successfully meeting the SLO (i.e., At least 70% of the students will pass the assessment with a score of 70 or higher.)</i>	<b>Student Population(s)</b> <i>Describe the sampled population, including the total number of students and classes assessed. See note below.</i>
Students who have begun the final half of the program (clinical practicum) will go on to successfully graduate from the program.	1	K <input checked="" type="checkbox"/>	S <input checked="" type="checkbox"/>	R <input checked="" type="checkbox"/>	Graduation rates	At least 70% of students who have begun the final half of the program (clinical practicum) will go on to successfully graduate from the program.	graduating students

<p>Graduates will either find employment in the field or a closely related field (for those who seek employment), or continue their education within one year of graduation.</p>	<p>2, 3, 4</p>	<p>K ☒</p>	<p>S ☒</p>	<p>R ☒</p>	<p>Placement rates</p>	<p>At least 70% of graduates will either find employment in the field or a closely related field (for those who seek employment), or continue their education within one year of graduation.</p>	<p>graduates</p>
<p>Program graduates who take the exam within the first year of graduation will pass the ASCP-BOC examinations.</p>	<p>1</p>	<p>K ☒</p>	<p>S ☒</p>	<p>R ☒</p>	<p>Certification pass rates</p>	<p>At least 75% of graduates who take the exam within the first year of graduation will pass the ASCP-BOC examinations.</p>	<p>graduates</p>

- **What skills, knowledge, and values are expected of all students at the completion of the program (refer to learning goals outlined in Document 1)?**
  - Student will identify and explain the theory and principled behind medical laboratory procedures.
  - Student will explain specimen processing and handling procedures and criteria for rejection.
  - Student will recognize and resolve discrepancies in laboratory test results.
  - Student will demonstrate competency in performing laboratory tests.
  - Student will perform manual, automated, or semi-automated procedures in laboratory testing.
  - Student will perform quality control procedures in different areas of the laboratory.
  - Student will demonstrate ethical behavior in classroom and clinical settings including patient confidentiality.
  - Student will demonstrate effective communication and good interpersonal relationship among other students, didactic and clinical instructors, patients and staff in the academic and clinical settings.
  
- **What are the student learning outcomes for the program?**
  - Students who have begun the final half of the program (clinical practicum) will go on to successfully graduate from the program.
  - Graduates will either find employment in the field or a closely related field (for those who seek employment), or continue their education within one year of graduation.
  - Program graduates who take the exam within the first year of graduation will pass the ASCP-BOC examinations.

- **How have the student learning outcomes been changed or improved?**

The MLT Program follows the benchmarks prescribed by our accrediting agency, NAACLS. The student learning outcomes listed on the assessment plan and report are based on the outcome measures required by NAACLS.

- **How are the student learning outcomes clearly defined and measurable?**

- The yearly Graduation Rate Percentage is calculated by dividing the [# UNM\_G MLT students who began the "final half" of the program during the given time period and have since graduated] by the difference between [# who began the "final half" of the program] and the [# who began the "final half" of the program but are still currently enrolled], and multiplied by 100. (The final half of the program is the clinical practicum semester after completing two semesters of didactic courses.)
- The yearly average placement rate percentage is calculated by dividing the [# of UNM-G MLT students who found employment (in the field or in a closely related field) and/or continued their education within one year of graduation] by the difference between the [# who found employment (in the field or in a closely related field) and/or continued their education within one year of graduation] and [# who did neither], multiplied by 100.
- Three-year certification exam pass rate is calculated by dividing the [# of graduates who passed the national MLT certification exam] by the [# of graduates who took the national MLT certification exam], and multiplied by 100.

- **How are the student learning outcomes communicated to faculty and students?**

The assessment results are periodically reviewed by the program faculty and are submitted annually to the National Accrediting Agency for Clinical Laboratory Sciences. Feedback is collected from students, graduates, faculty, administrators, advisory committee, and clinical affiliates. Each year, the collective data are presented to the advisory committee, and we discuss ways to improve our numbers. The outcome measures are published on the UNM-G MLT webpage.

- **What current direct and indirect assessment methods are used to evaluate the extent to which students are meeting the student learning outcomes?**

Graduation data are obtained by the program faculty through the LoboWeb, UNM IR secure website and from the Institutional Researcher. Surveys are sent out to graduates to collect placement data. Certification pass rates are based from the ASCP Program Performance Report.

- **How have the program's assessment methods been changed or improved?**

In response to the current pandemic, our data collection process includes online surveys which the students/graduates can fill out and submit electronically.

**3B: Synthesize the impact of the program's annual assessment activities by addressing the questions below:**

- **How have the results of the program's assessment activities been used to support quality teaching and learning?**

The following were implemented to help improve the outcomes measures:

1. Acquisition of essential equipment and laboratory supplies for skills-based instruction
2. Subscription to online modules which the students can study at their own pace to enhance classroom instruction
3. Simulation labs

- **How have the results of the program's assessment activities been used for program improvement?**

In addition to the list above, to improve our graduation rate, we provide refresher/review sessions for graduating students. We also have a subscription to online practice exams to help the students better prepare for the national certification exam. To improve our placement rate, we arrange an information session on Bachelor's programs and local job recruitment presentations.

- **Overall, how is the program engaged in a coherent process of continuous curricular and program improvement?**

As a nationally accredited program, we regularly assess and re-assess to ensure that we not only meet the national standards but also help the students benefit most from the program improvements. We seek feedback from students and clinical preceptors. We discuss ways to address concerns, work on our weaknesses and build on our strengths.

- **How does the program monitor the effects of changes?**

We obtain immediate feedback from students/graduates through verbal or email communication, surveys, and ASCP Program Performance Report.

## Document 4: Students

### 4A: Provide information regarding student recruitment and admissions.

UNM-Gallup has an open admission policy to any student meeting the prescribed criteria. A student must first be admitted to UNM-Gallup before applying to the MLT Program. The MLT application process include submission of completely filled out application form, degree audit and letter of intent. Students who have been accepted to the program are required to complete a biological hazard safety training and mandatory orientation.

Student recruitment is accomplished with help from the Student Services through academic advisors. We also recruit students during high school presentations and community outreach events.

Twelve new students per year can be accepted to the MLT Program. We accept new students in fall or spring semester. We keep our classes small to provide one-on-one lab instruction to students. The maximum class size for MLT didactic courses is 12. The class cap for clinical practicum courses is 6 because of very limited affiliation sites in our area. Depending on their current staffing situation, each clinical site can possibly accommodate one or two students at a time.



### 4B: Provide an analysis of enrollment trends, persistence, and graduation trends.

The following data were provided by the Institutional Researcher and are also available on the UNM IR secure website:

#### **Enrolment Data (MLT majors)**

Semester	Sum of Program Headcount	Sum of SCHs
Fall 2016	47	465
Spring 2017	39	403
Summer 2017	6	20
Fall 2017	41	448
Spring 2018	36	402
Summer 2018	9	32

Fall 2018	43	489
Spring 2019	44	510
Summer 2019	13	56
Fall 2019	45	509
Spring 2020	35	429
Summer 2020	6	25
Fall 2020	33	331
Spring 2021	38	401
Summer 2021	6	25
Fall 2021	33	324

The above enrolment data shows 33-47 MLT majors per fall/ spring semester, and 6-9 in summer. Approximately half of these students are registered in general education courses while the other half have completed all or most of their pre-requisite courses and have been accepted to the MLT Program and are mostly taking MLT courses.

### Persistence Data

Fall to Spring (1 semester)				
Academic Period	Sum of EOS Fall Headcount	Sum of EOS Spring Returned	Average of Program Return Rate	Average of UNM-Gallup Degree-Seeking Return Rate
Fall 2013 to Spring 2014	60	45	75.00%	62.89%
Fall 2014 to Spring 2015	51	42	82.35%	67.09%
Fall 2015 to Spring 2016	47	32	68.09%	67.75%
Fall 2016 to Spring 2017	42	29	69.05%	66.89%
Fall 2017 to Spring 2018	35	24	68.57%	62.43%
Fall 2018 to Spring 2019	39	31	79.49%	64.75%
Fall 2019 to Spring 2020	43	29	67.44%	66.52%
Fall 2020 to Spring 2021	31	24	77.42%	61.43%

The persistence data shows a higher program return rate relative to the average of UNM-G degree-seeking return rate.

### Graduation Data

Semester	Sum of Graduates Per semester	Sum of Graduates per academic year
Fall 2016	4	10
Spring 2017	6	
Summer 2017	0	
Fall 2017	4	6
Spring 2018	2	
Summer 2018	0	
Fall 2018	3	8
Spring 2019	4	
Summer 2019	1	
Fall 2019	3	12
Spring 2020	8	
Summer 2020	1	
Fall 2020	2	7
Spring 2021	5	
Summer 2021	0	

From 2016 to 2021, about 6-12 students graduate with an AS MLT degree. As 12 new students are accepted to the program each year, we also anticipate 12 new graduates per year. However, not all students who enter the MLT Program eventually graduates due to academic, personal or medical reasons.

#### 4C: Provide a description of program advisement for students.

UNM-Gallup students follow the academic advisement process set by the Student Services. Students who may be interested in health careers specifically laboratory science are referred to the MLT Program by the academic advisors. The MLT Program Director provide advisement to potential MLT students and all students accepted to the MLT Program. Any student or potential student can also directly contact the MLT Program Director for inquiries or advisement.

**4D: Describe any student support services that are provided by the program.**

The MLT Program provides academic advisement, counseling, tutoring, supplemental instruction, guidance on time management, taking online courses, exam preparation, transitioning to Bachelor's programs, and applying for jobs.

**4E: Describe any student success and retention initiatives in which the program participates.**

The MLT Program is committed to helping students succeed. The instructors regularly monitor student progress providing one-on-one tutorials when needed. New MLT students participate in a field trip to local hospital laboratories. Intra- and extra-curricular activities include community outreach events such as blood drives and health fairs. Students are also encouraged to avail of tutoring or other student support services through TRIO/SSS or CAL.

Graduating students are given information on Bachelor's programs and national certification exam, and a presentation from job recruiters.

**4F: Describe where graduates of the program are typically placed (including transfers to other institutions). Describe efforts to measure the success of program graduates and the results of those measures.**

Many of our MLT graduates find employment in our hospital affiliates where they completed their clinical practicum. Some continue their education to obtain a Bachelor's degree such as BS Medical Lab Sciences offered at main campus or other universities.

As required by our accrediting agency, NAACLS, we gather placement data annually. We keep our placement rate high by providing a presentation by job recruiters and information on Bachelor's programs.



## Document 5: Faculty

**5A: Describe the composition of the faculty and their credentials. Provide an overall summary of the percent of time devoted to the program for each faculty member and roles and responsibilities within each program.**

As of Spring 2022, the MLT faculty consists of one full-time instructor who also serves as the program director and clinical coordinator, and three adjunct instructors.

	Credentials	Course Load for Fall 2021	Course Load for Spring 2022
<b>Corine Gonzales</b> MLT Program Director	MS Microbiology BS Medical Technology Certifications: International Medical Technologist (ASCP) Medical Technologist (AMT)	19 cr plus program administration	14 cr plus program administration
<b>Nancy Ingham</b> Adjunct Instructor	Doctoral Degree in Educational Leadership Masters of Education (Biology) BS Biology/Medical Technology Certification: Medical Laboratory Scientist (ASCP)	7 cr	4 cr
<b>Joni Ghachu</b> Adjunct Instructor	BS Biology AS Medical Laboratory Technology Certification: Medical Laboratory Technician (ASCP)	0	4 cr
<b>Shahrokh Safaeian</b> Adjunct Instructor	Diploma of Medicine Bachelor of Science (Chemistry) Associate Degree (Medical Laboratory Technician) Certification: Medical Laboratory Technician (ASCP)	0	4 cr

**5B: Provide information regarding professional development activities for faculty within the program.**

The MLT Program have subscriptions to online continuing education courses for faculty. In addition, the faculty participates in workshops, trainings and national conferences by professional organizations.

**5C: If applicable, provide a summary and examples of scholarly/creative work of faculty members within the program.**

N/A

**5D: Provide an abbreviated vitae (2 pages or less) or summary of experience for each faculty member.**

# Corine Lei Gonzales, MS, MT(ASCP)<sup>i</sup>

## Professional Experience

### **Medical Laboratory Technology Program Director, University of Mexico-Gallup (2012 - present)**

- Responsible for the organization, administration, instruction, evaluation, continuous quality improvement, curriculum planning and development, directing other program faculty, and general effectiveness of the program; responsible for maintaining NAACLS accreditation of the program.

### **Medical Technologist (PRN), Rehoboth McKinley Christian Hospital (2013 - 2020)**

- Performs, interprets and reports medical laboratory tests, procedures and analyses to provide data for diagnosis, treatment and prevention of disease.

### **Medical Technologist (Emergency Hire), Gallup Indian Medical Center (2012)**

- Performs, interprets and reports medical laboratory tests, procedures and analyses to provide data for diagnosis, treatment and prevention of disease.

### **Medical Technologist, Rehoboth McKinley Christian Hospital (2008 - 2009)**

- Performs, interprets and reports medical laboratory tests, procedures and analyses to provide data for diagnosis, treatment and prevention of disease.

### **Laboratory Assistant/Phlebotomist, Rehoboth McKinley Christian Hospital (2007)**

- Performs blood collection from in-patients or out-patients in the hospital or the clinics for analysis or other medical purposes; specimen handling and processing.

### **Graduate School Faculty, Angeles University Foundation – Professional School (2003 - 2006)**

- Prepares and conducts lectures, discussions and activities on the assigned subject areas; supervises and advises students in their research studies.

### **College Instructor, Angeles University Foundation (1997 - 2007)**

#### **Chemistry Department, Allied Medical Professions**

- Responsible for providing an educational atmosphere where students have the opportunity to fulfill their potential for intellectual, emotional, physical, spiritual and psychological growth.

### **Quality Control Analyst/Microbiologist, Waterman Clark, Inc. (1999)**

- Maintains an accurate, organized and detailed record of batch testing and quality checks of bottled water products; evaluates the physical and chemical properties of water samples; monitors the possibility of microbial contamination in the water samples; detects problems in the process, heads off potential problems and troubleshoots product quality complaints.

## Education

### **Master of Science in Microbiology, University of Santo Tomas (March 2002)**

- Cum Laude*, Thesis: Sorbitol Coconut Water Agar Medium for the Initial Isolation of *Escherichia coli* O157:H7

### **Bachelor of Science in Medical Technology, Angeles University Foundation (April 1997)**

- Cum Laude*, Thesis: Dengue Fever Prevention and Management

## Certifications/Licensure

Medical Technologist, American Medical Technologists (April 2014)

International Medical Technologist, American Society for Clinical Pathology (August 2008)

Registered Microbiologist, Philippine Society for Microbiology (April 2002)

Registered Medical Technologist, Professional Regulation Commission (September 1997)

# Phyllis Ingham, EdD. M.Ed. MLS (ASCP)<sup>cm</sup>

## EDUCATION

### **Doctoral Degree EdD. Educational Leadership (2008)**

Argosy University, Atlanta, Georgia

Doctoral Dissertation: "The Effect of Remedial Learning on Healthcare Students' Acceptance and Completion of Allied Health Programs in a Rural Technical College in Georgia"

### **Masters of Education (Biology) (1998)**

Alabama State University, Montgomery, Alabama [Honors: 4.0 GPA]

### **Biology/Medical Technology/Medical Laboratory Science B.S. (1982)**

Auburn University, Auburn Alabama

ASCP MT 154463; ASCLS 229726

## ADMINISTRATIVE AND TEACHING EXPERIENCE

### **Director Clinical Laboratory Technology/Phlebotomy Programs/Program Chair/Faculty (Present)**

West Georgia Technical College, Waco, Georgia

As Program Administrator for Clinical Laboratory Technology and Phlebotomy Programs, my responsibilities encompass all areas of the CLT and Phlebotomy programs.

- Faculty supervision and performance evaluation, curriculum development and instruction, budget development, NAACLS accreditation, student advisement, program recruitment, and curriculum assessment.

### **Clinical Director Clinical Laboratory Technology/Phlebotomy (2003 – 2011)**

West Georgia Technical College, Waco Georgia

- Oversight of Faculty for Microbiology, Mycology, Parasitology, Virology, Immunohematology Urinalysis and Body Fluids, Hematology, Coagulation, Phlebotomy, including Faculty for Microbiology, Mycology, Parasitology, Virology, Immunohematology Urinalysis and Body Fluids, Hematology, Coagulation, Phlebotomy and Clinical CLT courses.

## HEALTHCARE MANAGEMENT EXPERIENCE

### **Second shift Supervisor/PRN MT (ASCP) (2002-2020)**

Tanner Health System, Carrollton Georgia

Personnel and testing results for clinical lab departments: Hematology/Coagulation, Chemistry, Microbiology, Urinalysis, and Immunohematology; insuring quality assurance, and performance improvement.

### **Chilton Medical Center, Clanton Alabama (1997 to 2002)**

Director of Clinical Laboratory/Diagnostic Imaging Departments

Provided leadership for the Clinical Laboratory and Diagnostic Imaging Departments. Utilized strategic planning and budgeting strategies; provided employee supervision and performance evaluation. Responsible for quality assurance, policy and procedures, ensuring College of American Pathologist accreditation readiness, and JCAHO inspections.

## Joni Renee Ghachu, BS, MLT(ASCP)

### WORK EXPERIENCE

#### **Clinical Laboratory Scientist (2017-present)**

Gallup Indian Medical Center

- Working in all areas which include pre-analytical, analytical and post analytical of all departments of the laboratory.

#### **Medical Laboratory Technician (2016 – 2017)**

Rehoboth McKinley Christian Hospital

- Working in all areas which include pre-analytical, analytical and post analytical of all departments of the laboratory.

#### **Donor Floor Technician (2015)**

BPL Plasma Center

- Duties as a Donor Floor Technician include setting up plasma donors for plasma donation, monitoring donors for possible reactions, and disconnecting donors from machines after plasma donation is completed.

#### **Student Researcher (2013 – 2014)**

Zuni Health Initiative

- As a student researcher my duties included, following protocols indicated by research committee. These included interviewing potential clients, taking vital signs and collecting specimen via venipuncture.

### EDUCATION

**AS Medical Technology, University of New Mexico – Gallup (2015)**

**BS Biology, Fort Lewis College (2011)**

### CERTIFICATION

**Medical Laboratory Technician, American Society for Clinical Pathology (2017)**

# Shahrokh Safaeian, BS, MLT(ASCP)

## EDUCATION

DIPLOMA OF MEDICINE | 2001 | SPARTAN HEALTH SCIENCES SCHOOL OF MEDICINE

Major: Medicine

BACHELOR OF SCIENCE | 1996 | UNIVERSITY OF PITTSBURGH

Major: Chemistry

Related coursework: Polymer Chemistry

ASSOCIATE DEGREE | 1988 | COMMUNITY COLLEGE OF ALLEGHENY COUNTY

Major: Medical Laboratory Technician

## EXPERIENCE

MEDICAL TECHNOLOGIST | TSE'HOOT'SOOI MEDICAL CENTER, FORT DEFIANCE, ARIZONA 86504 | 2010 TO PRESENT  
Assist to the supervisor for Transfusion Service, Hematology and Coagulation departments.

MEDICAL TECHNOLOGIST | FORT DEFIANCE INDIAN HOSPITAL PHS, FORT DEFIANCE, ARIZONA 86504 | 2003 TO 2010

MEDICAL TECHNOLOGIST | MOUNTAIN VIEW MEDICAL CENTER, LAS CRUCES, NEW MEXICO | 2002 TO 2003

MEDICAL TECHNOLOGIST | MEMORIAL MEDICAL CENTER, LAS CRUCES, NEW MEXICO | 2001 TO 2002

MEDICAL TECHNOLOGIST | SOUTHWESTERN HOSPITAL, EL PASO, TEXAS | 1999 TO 2002

MEDICAL TECHNOLOGIST | MERCY HOSPITAL, PITTSBURGH, PENNSYLVANIA | 1995 TO 1996

MEDICAL TECHNOLOGIST | BRADDOCK MEDICAL CENTER, PITTSBURGH, PENNSYLVANIA | 1988 TO 1996

## CERTIFICATION

**Medical Laboratory Technician, American Society of Clinical Pathologists (ASCP)**



## Document 6: Resources and Planning

**6A: Describe how the program engages in resource allocation and planning. If the program has an advisory board, describe the membership and charge and how the board's recommendations are incorporated into decision making.**

The MLT Program is assigned a budget index number. The EHHS Division seeks the faculty input on resource allocation and planning. We submit requests and justifications to purchase supplies and equipment for classroom instruction and lab activities, professional development, etc.

The MLT Advisory Committee is composed of individuals from the community (e.g., practicing professionals, academic professionals, scientific consultants, administrators, pathologists and other physicians, public member) who have knowledge of clinical laboratory science education.

Responsibilities of the MLT Advisory Committee:

- a. The advisory committee of the program shall have input into the program/curriculum to maintain current relevancy and effectiveness.
- b. evaluate the existing UNM-Gallup Medical Laboratory Technician Program, its current practices and activities.
- c. develop and implement on a consistent basis an MLT Program that
  - Fosters compliance with the National Accrediting Association for Clinical Laboratory Sciences (NAACLS) Standards;
  - Creates trust on the part of UNM-G students, faculty, and administration that the MLT Program is committed to pursuing excellence with those practices that further high quality patient care;
  - Efficiently and reliably responds to and reviews compliance concerns.
- d. provide feedback to the MLT Program Director on ways to improve the quality of UNM-Gallup graduates as they enter the area workforce

### MLT Advisory Committee (in alphabetical order)

Name	Title
Ted Lewis	Microbiology Lead Tech, RMCH Former MLT Adjunct Faculty
Darlene Jaquez	Laboratory Director, RMCH
Michael Nye	Former MLT Program Director, UNM-G Former Lab Director, Corporate HR, Chief Compliance Officer, RMCH
James Selleck	Laboratory Supervisor, GIMC
Katherine Serna	Blood Bank Lead Tech, GIMC
Dr. Harry Sheski	Former MLT Program Director, UNM-G Former Program Manager, NMSU
Donna Talker	Laboratory Manager, TMC (Fort Defiance, AZ)



### MLT Advisory Committee

with UNM-G Administration, MLT Clinical Affiliates, Faculty, Students and Graduates



**6B: Provide information regarding the program's budget including support received from the institution as well as external funding sources.**

The FY 2021-2022 budget for MLT Program is \$83,674.00. The MLT Program maximizes the use of the index area budget – 86.4% of which is for faculty salary (full-time and adjuncts) and 13.5% is allotted for supplies, equipment, accreditation fees, training and instruction materials, professional development, etc. Some MLT courses have course fees required for every student enrolled. The course fee covers basic lab supplies i.e. lab coats, gloves, masks, safety glasses, needles, tubes, glass slides.

The MLT Program currently benefits from the Perkins Grants. The grant funds allotted for MLT this fiscal year is \$12,000.00. These past years, Perkins funds for MLT were used to purchase major equipment (chemistry and hematology analyzers, microscopes, CO2 incubator, cell washer, centrifuge), IT devices, lab supplies not covered by regular budget, subscription to online modules and exam simulator, and/or travel expenses.

**6C: Describe the composition of the staff assigned to the program (including titles and FTE) and their responsibilities.**

The EHHS Division has one administrative assistant for all programs in the division, not specific to MLT. The administrative assistant performs a wide variety of duties for administrative, faculty and student support.

**6D: Describe the library resources that support the program's academic initiatives.**

The MLT Program provides copies of current MLT textbooks (on reserve only) for student use in the Zollinger library. The library offers a variety of services and resources such as print and online materials, computer equipment, and hotspots for students. The computer lab in the library is very helpful for students.

## Document 7: Facilities

**7A: Describe the facilities associated with the program, including, but not limited to, classrooms, program space (offices, conference rooms, etc.), laboratories, equipment, access to technology, etc.**

The MLT Program physical facilities consist of four rooms: laboratory/classroom, program office, a preparation room and a storage room. The laboratory/classroom is 36'x36' and contains student lockers and bench space to comfortably sit 12 students. The room contains a combination safety shower and eye wash fountain as well as a fume hood, an acid storage unit, and a flammable storage unit, counter tops where most of the instrumentations and equipment are placed, freezer and refrigerator for reagents, small refrigerators for biohazard specimens, a biological safety cabinet, an incubator for microbiology, and cabinets for storage of laboratory supplies and reagents. It also contains the fire safety equipment necessary to meet state building codes, emergency spill kit, and first aid kit. A built-in projector is found in the MLT classroom/ laboratory which can be used with a computer or audio. An instructional microscope with HD camera is hooked up to a 50" TV screen.

The office space is approximately 12'x12' with space and office equipment for one faculty. The prep room is 12'x16' and contains the autoclave, sink, water distiller, cabinets for miscellaneous supplies, and adequate counter space. The storage room also is 12'x16' and contains shelving for materials and supplies, cabinets for microscopes, and filing cabinets.

The student teaching lab is stocked with supplies and reagents that allow instructors to perform demonstrations as well as student laboratory activities. These include demonstration materials, stock cultures and other laboratory supplies. The program has a large collection of mounted microscope slides of parasites, bacteriology, hematology, and mycology. These slides allow students to observe examples of hard to find conditions and abnormalities such as the leukemias, thalassemias, hemoglobinopathies, lymphomas, pernicious anemia, and other hematological pathologies. Available supplies include the following items: bacteriological media and reagents for isolation, identification and susceptibility testing, gloves, gauze, lens paper and cleaner, immersion oil, plastic and glass pipettes, microscope slides and cover slips, wooden applicator sticks, needles, tourniquets, alcohol and betadine wipes, bandages, blood collection tubes, capillary tubes, sharps containers, safety glasses, Wright-Giemsa stain reagent, gram stain reagent, numerous clinical chemistry reagents, blood bank reagents, and several serologic test kits.

**7B: Describe any computing facilities maintained or used by the program.**

Computer labs are available for students throughout the UNM-Gallup campus. No specific computer lab is assigned to the MLT Program. An office laptop is issued to the full-time faculty. MLT students can also use the desktop provided by the SunPath Grant, which is stationed in the MLT classroom/lab. The MLT Program also purchased iPads through Perkins funds, for students use in the classroom.





Above image:

Lab Workshop co-sponsored by the CDC, TMC and MLT Program in March 2018

## Document 8: Program Comparisons

8A: Provide information on the distinguishing characteristics of the program. Discuss the program in comparison to other programs such as number of faculty, student characteristics, etc. Pay special attention to:

- Parallel programs at peer institutions
- Regional and national comparisons of academic programs

*Stay close, go far.*

UNM-Gallup MLT Program provides potential students the opportunity to obtain an Associate's degree and find employment locally.

The Program maintains a relatively small class size to ensure closer attention and to enhance instruction and learning especially in laboratory activities.

Students and graduates benefit most from the NAACLS-accredited MLT Program. Students receive instruction that meet national standards. All instructors are nationally certified. Graduates can transition smoothly to a Bachelor's Program in the US, and are eligible to take the ASCP Board of Certification exam.

### Parallel Programs at Peer Institutions

There are currently only two AS or AAS MLT Programs in the state and one Bachelor's program (Medical Laboratory Sciences) at UNM Main Campus – all of which are accredited by NAACLS. UNM-Gallup offers an Associate of Science degree in MLT, whereas Central New Mexico Community College (CNM) offers an Associate of Applied Science degree in MLT and a Phlebotomy Technician Certificate. MLT graduates from both universities can transition into the BS MLS program at UNM Main Campus.

CNM's AAS MLT Program courses start in the fall term. A minimum of 61 credit hours is required to complete the degree which will take approximately 6 terms including summer. Each MLT course has a theory and lab component – theory courses are online and lab courses are in-person. Students complete two terms of didactic courses and one term of clinicals.

UNM School of Medicine's BS MLS Program requires 2 ½ pre-professional years in college followed by a 4-semester MLS-specific curriculum, including one semester of clinical practicum. The MLS program has two start dates, either in the spring or fall semester. Each MLS course is offered once per year, except for clinical rotation courses which are

offered in fall and spring. The Program has an articulation process with accredited MLT Programs.

The table below shows the number of faculty (full-time and part-time), and staff/student employee:

Program	# of Full-time Faculty	# of Part-time Faculty	# of Staff	Student Characteristics
UNM-G AS MLT	1	3	0	diverse
CNM AAS MLT	2	10	2	diverse
UNM Main BS MLS	3	2	2	diverse

The data above were obtained directly from the respective programs listed.

The student population for the listed programs are diverse in terms of racial/ethnic backgrounds, gender, location, age, etc.

### **Regional and national comparisons of academic programs**

As of 2021, there are 238 NAACLS-accredited MLT programs in the US. Laboratory science programs may offer a certificate, associate's, or bachelor's degree. They can also be either university-based or hospital-based. Graduates of certificate or associate's degree programs are referred to as Medical Laboratory Technicians (MLT) or Clinical Laboratory Technicians (CLT); and those who obtain a bachelor's degree are called Medical Laboratory Scientists (MLS) or Medical Technologists (MT) or Clinical Laboratory Scientists (CLS). There are also Master's degree programs for clinical laboratory sciences or related field. However, it wasn't until recently that there are now Doctorate programs specific for Clinical Laboratory Sciences.

Comparisons and statistics for regional and national clinical laboratory science programs can be found here:

<https://naacls.org/NAACLS/media/Documents/AnnualReport2021.pdf>

<https://www.medicaltechnologyschools.com/medical-lab-scientist/mlt-vs-mls>

## Document 9: Future Direction

### 9A: Provide a summary of strengths and challenges for the program.

The strengths of the MLT Program are the students and faculty themselves and the great support it receives from the EHHS Division, UNM-Gallup administration and of course, the clinical affiliates.

The most pressing challenges of the Program include hiring qualified instructors and finding clinical practicum sites who would be willing to train students. Student enrolment is also low during the pandemic.

### 9B: Describe the program's strategic planning efforts.

A new AAS MLT program is in the works. We are enhancing our marketing strategies to recruit students by giving presentations to high schools and community outreach events.

We are also still actively recruiting potential full-time or part-time instructors. We will be reposting the job positions for both Lecturer and adjunct positions. We'll disseminate the information to local and regional laboratories, program graduates, parallel programs, listserv and social media pages for clinical lab science educators in the US. We'll advertise the job postings as widely as possible.

We have been constantly expanding our clinical sites for the students' clinical learning experience. In addition to RMCH, GIMC, FDIH, Zuni PHS, we also have affiliation agreements with Tricore Reference Laboratories in Albuquerque, Santa Fe and Española – these include the Core Lab, Presbyterian Hospitals, Lovelace, UNMH, and Sandoval Regional Medical Center. In addition, we have also been arranging clinical placements with Cibola General Hospital in Grants, Winslow IHS, Chinle IHS, and San Juan Regional Medical Center in Farmington. We will continue to renew our existing affiliation agreements and build new partnerships with more clinical laboratory affiliates.

### 9C: Describe the strategic directions and priorities for the program.

The current priorities of the MLT Program are establishing a new AAS degree program, hiring an additional full-time faculty, recruiting more students, and meeting national accreditation standards.

As with other clinical lab science programs in the country, offering a Phlebotomy Certificate Program can potentially benefit not only the MLT Program but UNM-Gallup as well.

*Building  
a better world  
one student  
at a time*

