NAACLS Self-Study Template

Program Sponsor: Jefferson State Community College

Sponsor Type: Sponsoring Institution

Program Type: AAS MLT

Program Location: Birmingham, Alabama

Program Director Name/Phone: Candy Hill 205-856-6031

Medical Director Name: N/A

It is recommended that you download the following documents prior to completing this Self-Study:
- NAACLS Standards for Accredited and Approved Programs
- NAACLS Standards Compliance Guide

For instructions on how to attach documents to this template click on this comment link.

Introduction: Briefly describe the organization of your program to include: name of sponsor, brief history of program, certificate or degree awarded and specific information that will aid reviewers in understanding the program and institution.

The Medical Laboratory Technology Program at Jefferson State Community College was established in 1967. It is the oldest associate degree program in Alabama and one of the oldest in the nation, with graduates numbering over eight-hundred. Many graduates are employed in various clinical settings across the metropolitan area of Birmingham and around the state of Alabama. A number have earned advanced degrees and are now working as Medical Laboratory Scientist.

In 2018 the MLT program added a short-certificate Phlebotomy/MLT Certificate as a career step to the associate degree. It is open to any interested students and is a required class for the MLT associate degree. Upon completion of the course, students are eligible to sit for the NHA phlebotomy certification exam. It is offered every semester and will have its own mandatory orientation in addition to the MLT mandatory orientation for students continuing on to the associate degree track. This process of two orientations is primarily due to the expatiated nature of obtaining health documentation and other information needed for phlebotomy clinical rotations. The MLT student orientation will review and reference policies that were covered in the phlebotomy orientation.

Accompanying Documentation for Self-Study:

Documentation	Files
Submit completed Sponsoring Institution Fact Sheet	

Standard I.A: Sponsorship – Sponsoring Institution

Contents of Narrative for Self-Study (See Standards Compliance Guide for required/suggested contents):

☐   **Not Applicable**

Jefferson State Community College is accredited by the Southern Association of Colleges and Schools Commission on Colleges to Award the Associates in Applied Science Degree.

The MLT program is under the auspices of the Center for Professional, Career and Technical Education. The program reports directly to the Associate Dean for Health Related Programs.

The program employs one full-time Program Coordinator and one full-time faculty Instructor/Clinical Coordinator. Additional part-time instructors are utilized as needed. Currently we have two part-time instructors on staff. The commitment to the student and the facilitation of quality education by faculty is evidenced throughout the college campus.

The curriculum consists of an integrated core of general education courses and medical laboratory courses and experiences. Students study basic theory and techniques in the student classrooms and laboratories located on campus as well as hybrid courses prior to enrolling in the final clinical sequence of the program at one or more of the affiliating sites. All MLT courses and clinical experiences are taught and supervised by certified medical technologists, medical laboratory technicians, or other qualified specialist.

The Medical Laboratory Technology Program at Jefferson State Community College prepares students for entry into the field of laboratory medicine. It culminates in an Associate in Applied Science degree and consists of six semesters (for full-time students) of integrated General Education and MLT Coursework.

Accompanying Documentation for Self-Study:

Documentation	Files
Provide copies of current: Institution accreditation award letter or certificate (as appropriate) Program accreditation award letter or certificate (as appropriate)	

Standard I.B: Sponsorship – Consortium Sponsor

Contents of Narrative for Self-Study (See Standards Compliance Guide for required/suggested contents):

☑   **Not Applicable**

Accompanying Documentation for Self-Study:

Documentation	Files
Provide copies of award letters and/or certificates as proof of sponsor accreditation, along with a completed Sponsoring Institution Fact Sheet (found on the NAACLS Website).	
Memorandum of understanding, as described in Standards Compliance Guide	

Standard I.C: Sponsorship – Multi-location Sponsor

Contents of Narrative for Self-Study (See Standards Compliance Guide for required/suggested contents):

☑   **Not Applicable**

Accompanying Documentation for Self-Study:

Documentation	Files
Provide copies of award letters and/or certificates as proof of sponsor accreditation, along with a completed Sponsoring Institution Fact Sheet (found on the NAACLS Website).	

Standard I.D: Sponsorship – Responsibilities of the Sponsor

Contents of Narrative for Self-Study (See Standards Compliance Guide for required/suggested contents):

Jefferson State Community College (JSCC), the sponsoring institution, is responsible for the requirements in Standard I.D.1 a.-g.

a.) Supporting Curriculum planning and course selection by program faculty and staff: Courses and programs are developed by qualified faculty, undergo review and approval by Jefferson State curriculum committee. Curriculum modifications are likewise an ordered process, whereby major curriculum modifications are subject to a similar approval process. Curriculum content review at the course level is a continuous process. This process is evaluated at the program level through the JSCC annual assessment process. Collectively all MLT programs will meet at the State level for program review and revisions as requested.

b.) Appointing faculty and staff: Full time faculty and staff are hired according to the policies of Jefferson State Community College. They must meet the minimum qualifications for the program and go through hiring procedures which include full background checks. Part time hires are recommended by the program coordinator after determining the candidate meets the required qualifications and submitted to the Associate Dean of Health Related Programs for approval.

c.) Maintaining student transcripts permanently: Student transcripts are permanently maintained by Banner management system and the Alabama Community College system. Transcripts are available to students through the college website. Unofficial transcripts can be assessed at any time through Banner. Records of student transcripts are kept indefinitely. Backup and storage are maintained at an off campus facility.

d.) Granting the degree/certificate documentation: The program offers an Associate's Degree in Medical

Accompanying Documentation for Self-Study:

Attach documentation that supports the narrative explanation for Standard I.D.3 (See Standards Compliance Guide for further instruction):	

Attach items on the following grids. For Standard I.D.2, attach documents when applicable (See Standards Compliance Guide for further instruction).

Affiliate (Name, City and State) Check if Clinical (C) or Academic (A)	Current, Signed Affiliation Agreement	Completed Clinical Facility Fact Sheet	Site Specific Objectives, Evals, Unique Rules & Policies (I.D.2), as applicable
☑ C ☐ A Baptist South			☐ NA
☑ C ☐ A Brookwood Baptist Health Sys +			☐ NA
☑ C ☐ A BBHS -Citizens			☐ NA
☑ C ☐ A BBHS-Princeton			☐ NA
☑ C ☐ A BBHS - Shelby			☐ NA
☑ C ☐ A BBHS - Walker			☐ NA
☑ C ☐ A Children's Hospital of Alabama +			☐ NA
☑ C ☐ A Cooper Green Mercy Clinic			☑ NA
☑ C ☐ A Coosa Valley Medical Center - +			☑ NA
☐ C ☐ A DCH Regional Hospital			☑ NA
☐ C ☐ A Grandview Medical Center			☑ NA

Attach items on the following grids. For Standard I.D.2, attach documents when applicable (See Standards Compliance Guide for further instruction).

Affiliate (Name, City and State) *Check if Clinical (C) or Academic (A)*	Current, Signed Affiliation Agreement	Completed Clinical Facility Fact Sheet	Site Specific Objectives, Evals, Unique Rules & Policies (I.D.2), as applicable
☑ C ☐ A Ivy Creek			☑ NA
☑ C ☐ A Laboratory Corporation of Ame ⊞			☑ NA
☑ C ☐ A Northport Medical Center			☑ NA
☑ C ☐ A Simon Williamson Clinic			☑ NA
☑ C ☐ A Southeast Clinical Laboratorie ⊞			☑ NA
☑ C ☐ A St. Vincent's Health System - I ⊞			☑ NA
☑ C ☐ A SVHS- Blount			☑ NA
☑ C ☐ A SVHS- East			☑ NA
☑ C ☐ A SVHS- St. Clair			☑ NA
☑ C ☐ A UAB Medical Center			☑ NA
☑ C ☐ A UAB Medical West			☑ NA

Attach items on the following grids. For Standard I.D.2, attach documents when applicable (See Standards Compliance Guide for further instruction).

Affiliate (Name, City and State) *Check if Clinical (C) or Academic (A)*	Current, Signed Affiliation Agreement	Completed Clinical Facility Fact Sheet	Site Specific Objectives, Evals, Unique Rules & Policies (I.D.2), as applicable
☐ C ☐ A			☐ NA
☐ C ☐ A			☐ NA
☐ C ☐ A			☐ NA
☐ C ☐ A			☐ NA
☐ C ☐ A			☐ NA
☐ C ☐ A			☐ NA
☐ C ☐ A			☐ NA
☐ C ☐ A			☐ NA
☐ C ☐ A			☐ NA
☐ C ☐ A			☐ NA
☐ C ☐ A			☐ NA

Attach items on the following grids. For Standard I.D.2, attach documents when applicable (See Standards Compliance Guide for further instruction).

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☐ C ☐ A			☐ NA
☐ C ☐ A			☐ NA
☐ C ☐ A			☐ NA
☐ C ☐ A			☐ NA
☐ C ☐ A			☐ NA
☐ C ☐ A			☐ NA
☐ C ☐ A			☐ NA
☐ C ☐ A			☐ NA
☐ C ☐ A			☐ NA
☐ C ☐ A			☐ NA
☐ C ☐ A			☐ NA

Attach items on the following grids. For Standard I.D.2, attach documents when applicable (See Standards Compliance Guide for further instruction).

Affiliate (Name, City and State) *Check if Clinical (C) or Academic (A)*	Current, Signed Affiliation Agreement	Completed Clinical Facility Fact Sheet	Site Specific Objectives, Evals, Unique Rules & Policies (I.D.2), as applicable
☐ C ☐ A			☐ NA
☐ C ☐ A			☐ NA
☐ C ☐ A			☐ NA
☐ C ☐ A			☐ NA
☐ C ☐ A			☐ NA
☐ C ☐ A			☐ NA
☐ C ☐ A			☐ NA
☐ C ☐ A			☐ NA
☐ C ☐ A			☐ NA
☐ C ☐ A			☐ NA
☐ C ☐ A			☐ NA

Standard II.A: Assessment and Continuous Quality Improvement – Systematic Assessment

Contents of Narrative for Self-Study (See Standards Compliance Guide for required/suggested contents):

The mechanism for systematically and periodically reviewing the effectiveness of the MLT program has both internal and external aspects and is an on-going process. Administration and program officials continually and systematically review the program through a variety of methods. The program undergoes several review processes as a requirement of the college. The MLT program conducts a formal JSCC Instructional Program Review every three years. The intent is to determine economic efficiency, instructional quality, and program relevance to individual students and the community. JSCC's last MLT Program Review was completed in 2018. In addition, a formal institutional Strategic Plan is completed for three year periods, with a yearly goals, progress report, and budget amendment. Lastly, a yearly Instructional Unit Program Assessment is completed to evaluate Instructional Program Outcomes, Instructional Program Student Learning Outcomes, and Course Student Learning Outcomes. Course assessments are completed each semester and compiled into the assessment document annually. Program and student learning outcomes are assessed annually. Information related to these assessments are reviewed during regularly scheduled MLT Program Advisory Committee and departmental meetings. All three Institutional documents will be documented under Standard II.C. and available for on-site review. The program incorporates all surveys to include employers, graduates, students, instructors both clinical and didactic into the Continuous Quality Improvement (CQI) plan.

Accompanying Documentation for Self-Study:

Documentation	Files
Program mission statement and outcomes/goals.	
Submit a full documented plan that includes a timeline for continuous and systematic assessment of the effectiveness of the program.	

Standard II.B: Assessment and Continuous Quality Improvement – Outcome Measures

Contents of Narrative for Self-Study (See Standards Compliance Guide for required/suggested contents):

Various outcome measures are considered in the MLT CQI Plan (addressed above) for program evaluation.

Outcome measures related to assessment of overall program effectiveness include:

1. Performance on National Certification examination(s).
2. Graduate Surveys.
3. Employer Surveys.

Evaluation of program effectiveness using performance statistics to include national average and mean scores on the BOC exam is as follows:
1. Instructors are informed of exam scores as available.
2. Advisory members are informed of exam scores at the MLT annual advisory committee meeting.
3. Instructor/Advisory members evaluate exam statistics for each area.
4. Course content is evaluated in areas with program exam scores below the national mean.
5. If a pattern of lower than expected exam scores is noted, typically at 400, adjustments in course content are made or determined by the appropriate instructor.

Evaluation of program effectiveness using graduate and employer surveys is performed to determine if

Accompanying Documentation for Self-Study*:

*Outcomes Measures submitted for II.B. that fall below NAACLS approved benchmarks as listed in the Standards Compliance Guide (or if this is an initial program), require additional documentation submitted in Standard VIII.C.

Programs undergoing initial accreditation/approval are not required to submit Outcome Measures.

CERTIFICATION EXAM PASS RATES	For students who graduated between:			
Please "check" which 3 active years to use to determine three Year Averages:	☑ 7/1/ 16 6/30/ 17 **	☑ 7/1/17 - 6/30/ 18	☑ 7/1/18 - 6/30/19	☐ 7/1/19 - 6/30/20
ASCP-BOC (ACCREDITED & APPROVED PROGRAMS) OR AMT, NCCT, & NHA (FOR APPROVED PROGRAMS)	** Programs with Self-Study Due Dates between 2/1/21 and 6/29/21 may choose to use this column since a full year will not have gone by to collect data for the last column. Those submitting on or after 6/30/21 cannot use this column.			
A) Total # of Graduates	19	22	14	17
B) # who sat for the exam within first year of graduation	18	15	11	14
C) # who passed the exam within first year of graduation	13	12	4	10
Yearly Certification Pass Rate: (C/B)	72	80	36	71
*Three Year Average Pass Rate: (total across "C "/ total across "B")	66			
OTHER CERTIFICATION EXAMS - INDICATE TYPE:	AMT ____			
D) # who sat for other exam within first year of graduation	____	3	3	____
E) # who passed other exam within first year of graduation	____	3	3	____
Yearly Other Certification Pass Rate: (E/D)	____	100	100	____
Three Year Avg other exam Pass Rate: (total across "E" / total across "D")	100			

Three year average certification rate below 75% requires additional information to be submitted under Standard VIII.C.

Describe how the Graduate BOC Certification Pass Rate data is analyzed and used in program assessment and continuous quality improvement of the program:

An annual BOC report is printed from the ASCP dashboard. Cohorts for the assessment period are identified, pass/fail rates calculated and mean scores for each discipline is reviewed and cross-referenced with that disciplines course content. Mean scores in each discipline falling below the 400 pass rate benchmark are reviewed for curriculum changes. Any changes to curriculum is documented and reviewed the following year to determine success.

Documentation	Files
Examples of tools used to collect Graduate BOC Certification Pass Rate data (Include source documentation with student names redacted):	

Describe how other Certification Pass Rate data is analyzed and used in program assessment and continuous quality improvement of the program:

We are seeing a trend of students that will take the AMT certification exam. Employers in the Birmingham area will accept either certification. The NAACLS standard has been changed to include both ACSP and AMT certification exams for the required benchmark of 75% pass rate. AMT provides a summary report of testing scores as a % pass for each discipline content area. This will be analyzed for % falling below 70 in each content area and used to determine any curriculum changes in that discipline in conjunction with the ASCP evaluation.

Documentation	Files
Examples of tools used to collect other Certification Pass Rate data (Include source documentation with student names redacted):	

GRADUATION/ATTRITION RATES	For Students slated to graduate in the time periods below:		
	7/1/15 – 6/30/16	7/1/16 – 6/30/16	7/1/16 – 6/30/26
A) # who began the "final half" of the program	25	17	21
B) # who began the "final half" of the program but subsequently left(voluntarily or involuntarily)	2	1	1
C) # who began the "final half" of the program but are still currently enrolled	0	2	3
D) # who began the "final half" of the program during the given time period and have since graduated	23	14	17
Yearly Attrition Rate: (B/A)	8%	6%	5%
Yearly Graduation Rate: D/(A-C)	92%	93%	94%
*Three Year Average Graduation Rate: [total "D"/(total "A" - total "C")]	93%		
NAACLS BENCHMARK FOR GRADUATION RATES: Three years consecutive results of graduation rates demonstrating an average of at least 70%** of students who have begun the final half of the program go on to successfully graduate from the program as calculated by the most recent three year period. **Please explain how you have determined what the "final half" of the program is, as used in your statistics above:**	The final half is determined to be students entering the third semester upon admission to the MLT program		

Three year average graduation rate below 70% requires additional information to be submitted under Standard VIII.C.

Describe how the Graduation Rate data is analyzed and used in program assessment and continuous quality improvement of the program:

Graduation and placement rates are evaluated twice per academic year. The Program Coordinator reviews these results and reports them to the Advisory Committee. The College and Advisory Committee consider graduate placement in relevant medical laboratory positions as an important outcome assessment of the program. Graduate placement serves as an important benchmark as to whether or not the program is meeting the needs of the community with qualified entry level medical lab technicians.

The program sends surveys as a formal evaluations of graduates, employers and students that have completed the program. Feedback from employers is always positive and indicates that graduates satisfactorily meet entry level competency. Being one of the four MLT programs currently in the state of

Documentation	Files
Examples of tools used to collect Graduation Pass Rate data (Include source documentation with student names redacted):	

Describe how Attrition Rate data is analyzed and used in program assessment and continuous quality improvement of the program:

Each students reason for a halt in sequence is looked at to determine if this a program issue or if the circumstances are out of the control of the program.

Documentation	Files
Examples of tools used to collect Attrition Rate data (Include source documentation with student names redacted):	

PLACEMENT RATES Please "check" which successive years to use to determine Three Year Averages:	For the students who graduated between:			
	[✓]	[✓]	[✓]	[ ]
	7/1/16– 6/30/17**	7/1/17– 6/30/17	7/1/18– 6/30/19	7/1/19– 6/30/20
	** Programs with Self-Study Due Dates between 2/1/21 and 6/29/21 may choose to use this column since a full year will not have gone by to collect data for the last column. Those submitting on or after 6/30/21 cannot use this column.			
A) Total # of Graduates	19	22	14	____
B) # that found employment (in the field or in a closely related field) and/or continued their education within one year of graduation	16	21	13	____
C) # that did neither listed above?	1	0	0	____
D) # that do you NOT have any information for?	2	1	1	____
Yearly Average Placement Rate: (B)/(B+C)	94%	100%	100%	____
*Three Year Average Placement Rate: [Total "B" / (Total "B" + Total "C")]	98%			

Three year average placement rate below 70% requires additional information to be submitted under Standard VIII.C.

Describe how the Placement Rate data is analyzed and used in program assessment and continuous quality improvement of the program:

Graduates of the JSCC MLT Program have very high job placement rates. Most often, JSCC students are hired before graduation or immediately upon graduation. Graduates are hired with certificate pending (most facilities require certification within one year of employment). Students are surveyed before graduation, if a student is without a job upon graduation a note is made in the file and a follow up will take place. Due to the shortage of MLT's in our area, placement rates are a strong tool used for recruiting new students and the continuation of the program.

Documentation	Files
Examples of tools used to collect Placement Rate data (Include source documentation with student names redacted):	

(Optional) Describe how other outcomes measures data used in program evaluation as defined in Standard II.B.5 are used in program assessment and continuous quality improvement of the program:

N/A

Documentation	Files
(Optional) Examples of tools used to collect other outcomes measures data used in program evaluation as defined in Standard II.B.5 (Include source documentation with student names redacted):	

Standard II.C: Assessment and Continuous Quality Improvement – Program Assessment and Modification

Contents of Narrative for Self-Study (See Standards Compliance Guide for required/suggested contents):

> The mechanism for systematically and periodically reviewing the effectiveness of the MLT program has both internal and external aspects and is an on-going process. Administration and program officials continually and systematically review the program through a variety of methods. The program undergoes a formal program review for the College conducted on a three year cycle. Attached in the documentation is the Colleges 2018 program review. This 2021 NAACLS self study submission will serve as the Colleges 2021 program review. The intent is to determine economic efficiency, instructional quality, and program relevance to individual students and the community. In addition, a formal institutional Strategic Plan is completed for three year periods, with a yearly goals, progress report, and budget amendment. Lastly, a yearly Assessment Record is completed to evaluate Instructional Program Outcomes, Instructional Program Student Learning Outcomes, and Course Student Learning Outcomes. Course assessments are completed each semester and compiled into the assessment document annually. Program and student learning outcomes are assessed annually. Information related to these assessments are reviewed during regularly scheduled MLT Program Advisory Committee and departmental meetings.
>
> Evaluations of faculty by students are completed each semester and clinical preceptors during each Fall and Spring semesters. Graduate and employer surveys are administered bi-annually. Results are reviewed by the Program Coordinator and the summaries and analyses are shared with the appropriate persons and with members of the MLT Advisory Committee. All data is analyzed and recommendations are formulated for approval and implementation.
>
> Periodically MLT program coordinators meet at the state level to discuss any curriculum changes.

Accompanying Documentation for Self-Study:

*Programs undergoing initial accreditation/approval are not required to submit documentation for Standard II.C.

Documentation	Files
Documentation reflecting review and evaluation of program outcome measures [advisory board, program faculty (didactic and/or clinical), curriculum team, etc.].	
Documentation of changes implemented as a result of outcome measure review and evaluation, and documentation of ongoing evaluation of the effectiveness of such changes.	

Standard III.A: Resources – General Resources

Contents of Narrative for Self-Study (See Standards Compliance Guide for required/suggested contents):

A class of eighteen students may be admitted to the Program at any given enrollment period. Admission dates are Summer and Fall semesters – May and August, respectively.

The MLT faculty consists of two full-time instructors. One serves as the Program Coordinator and the other as Clinical Coordinator. Other temporary part-time faculty are employed as needed. The instructor/student ratio for both online and campus-based lecture classes that include both admission cohorts are at a maximum of 1:36. The instructor/student ratio in campus-based lecture classes with only one cohort are at a maximum of 18:1. Several sections of laboratory experiences are offered with each lecture class, with no more than a 1:12 instructor/student laboratory ratio.

Clinical personnel in affiliate institutions are responsible for instructions related to prescribed student performance and behavioral objectives, as well as for student supervision and evaluations, during the clinical phase of the program. Based on the number of available contractual agreement with clinical

Accompanying Documentation for Self-Study:

Documentation	Info/Files
The number of students admitted per year.	32-36 students per year
Admission date(s).	summer and fall semesters
Instructor to student ratios for lecture	1:36
Instructor to student ratios for student laboratory (if applicable)	1:12
Instructor to student ratios for clinical laboratory (if applicable).	1:1
Attach relevant staff position descriptions.	
Attach program evaluation information/data used to evaluate resource adequacy as part of continuous program evaluation.	

Standard III.B: Resources – Financial Resources

Contents of Narrative for Self-Study (See Standards Compliance Guide for required/suggested contents):

The College provides adequate funding for operation of the Medical Laboratory Technology Program. The Program is under the auspices of the Center for Professional, Career and Technical Education and, thus, is administered financially by the Associate Dean of Health -Related Programs, in cooperation with the MLT Program Coordinator.

The department's budget is developed each Spring for the following academic year. A unit strategic plan is submitted every three years with projections for the MLT departmental needs. Each spring the units goals may be amended as needed. At the time of budget development, the MLT Program Director is required to submit requests for staffing, supplies, equipment, audio-visual materials, computer software or hardware, and support expenses such as accrediting agency memberships, tutorial subscriptions and examination reporting fees. The Associate Dean reviews all budget requests, and may make revisions based on directives from the Colleges administration or state agencies in regard to changes in overall funding.

Expenditures for the program are initiated by submission of a requisition for approval to the Associate Dean. Approval is generally granted since expenditures are planned in advance for inclusion in the departments budget for any given year. Funds for program operation are derived from General Funds designated for operation of all academic departments at the College. Periodically, supplemental funding to the division budget may be provided by grants or special funding sources.

Accompanying Documentation for Self-Study:

Documentation	Files
Submit an institutionally approved budget OR a written statement of continued financial support for the educational program from an executive officer of the sponsor (or one from each participating entity in a consortia or multi-location program).	

Standard III.C: Resources – Physical Resources

Contents of Narrative for Self-Study (See Standards Compliance Guide for required/suggested contents):

The Medical Laboratory Technology Program classroom and laboratory facilities are located in the George Layton Building on the Jefferson Campus of Jefferson State Community College. The combination laboratory/classroom was designed specifically for the MLT Program and is not utilized by any other program. The main classroom is divided into two lecture and laboratory areas by a floor-to-ceiling partition, thus, accommodating simultaneous meetings for two separate classes/labs of 12 students. Multiple sections of student labs are offered to accommodate the cohort number. Both GLB 228 and GLB 230 contain a student laboratory space/classroom, storage/supply rooms and a preparation room.

  Main Laboratory/Classroom 70 X 24 1680 sq. ft.
  1 Storage/Supply Room   5 X 5   25 sq. ft.
  2 Storage/Supply Rooms   10 X 20   400 sq. ft.
  2 Preparation Rooms   6 X 12   144 sq. ft.

GLB 233 is a designated Phlebotomy training area with the ability to accommodate 19 students. It is often used for lecture classes that only involve one admission cohort. This area also contains a storage/supply room.

GLB 164 is our designated lecture space when both cohorts are enrolled in the course. This space can seat 36 students. All classrooms are climate controlled, well lighted, and secure. Instructional technology is provided in all MLT teaching areas. The MLT labs contain Smart boards and the other spaces include overhead projection and screens. Ample space and resources are available to provide basic learning experiences required to prepare students for the clinical sequence of the program.

Four offices measuring 10 X 12 feet are currently available to MLT faculty. Two are occupied by the Program Coordinator and Clinical Coordinator / Instructor, one is shared by any other part-time instructors,

Accompanying Documentation for Self-Study:

Documentation	Files
Provide a sample list of equipment and instructional resources available to students and how they are utilized in the curriculum.	

Standard IV.A: Students – Publications and Disclosures

Contents of Narrative for Self-Study (See Standards Compliance Guide for required/suggested contents):

The primary publications that include the description of the items required by the Standard are included the Jefferson State Community College Catalog and Student handbook.

The primary MLT publications are the JSCC College Catalog/Student Handbook, MLT/Phlebotomy Student Handbook, MLT Student Handbook, Clinical Rotation Handbook, MLT Program brochure, and MLT Application.

All Handbooks are attached below and the pages where the information is found can be located in the provided matrix

Accompanying Documentation for Self-Study (if not applicable write NA):
Please label each attachment per item required.

Documentation	URL/File
College Catalog	https://www.jeffersonstate.edu/wp-content/uploads/2020/07/236781-JeffersonState_AdvisoryCatalog-DIGITAL.pdf
Program of Study identifying course sequence and class schedule	
Application Form	
Program Brochure	
Student and/or Clinical Handbook	

Accompanying Documentation for Self-Study (continued): Please indicate where the following information can be found. Provide specific page numbers and paragraphs when referring to web page or paper publications such as catalogs, handbooks, and brochures. Alternatively, scan and attach appropriate pages or include quoted, cited passages from the indentified publication.

Items	URL/File
Program Mission Statement	https://www.jeffersonstate.edu/programs/medical -laboratory-technology/program-outcomes-mlt/
Program Goals and Graduate Competencies	
Programmatic Accreditation/Approval Status including NAACLS contact information.	https://www.jeffersonstate.edu/programs/medi cal-laboratory-technology/accreditation-mlt/
Results of external certification outcomes, graduation rates outcomes, placement rates outcomes of the last three active years	https://www.jeffersonstate.edu/programs/m edical-laboratory-technology/program-outco mes-mlt/
List of Clinical Facilities	
Admission Criteria	
A list of course descriptions	https://www.jeffersonstate.edu/programs/medical -laboratory-technology/course-descriptions-mlt/
Names and academic rank or title of the program director and faculty	
Tuition and fees with refund policies	
Service work policies	
Policies & procedures for 1) advising & guiding students through the program, 2) clinical assignment, 3) student grievance & appeals, 4) criteria for program completion including probation, suspension, and dismissal	
Academic Calendar AND rules & regulations governing acceptable personal and academic conduct, including behavior expectations for clinical experience	

Standard IV.B: Students – Student Records

Contents of Narrative for Self-Study (See Standards Compliance Guide for required/suggested contents):

The Banner Document Management system and the Alabama Community College System (ACCS) maintain all permanent records of admission,testing, and grades. In addition, the JSCC MLT Program Coordinator maintains student records in a locked filing cabinet. The student files maintained in the department contain the initial application with essential functions, Immunization records, counseling/advising records, skill competencies, clinical evaluations and all signed MLT Handbook orientation sheets. Once the records are moved, they are stored in in boxes in a locked room.

Accompanying Documentation for Self-Study:

Documentation	Files
Include policies and procedures regarding the retention of records for enrolled students.	

Standard IV.C: Students – Health and Safety

Contents of Narrative for Self-Study (See Standards Compliance Guide for required/suggested contents):

On the first class meeting of the first year students, they attend two mandatory orientation to the JSCC Phlebotomy / MLT Program. They are given handbooks that the MLT Program and Clinical Coordinator covers from front to back. One of the policies provided to them is the Student Safety and Health Policy here at JSCC. Since JSCC is a community college no formal health services are available at the JSCC facility. For emergencies we have a fire department located at the corner of our campus and a call to 911 will get immediate response. The building has a defibrillator available on site. In addition, clinical facilities

Accompanying Documentation for Self-Study:

Documentation	Files
Include the policy and procedures used for safeguarding the health and safety of students, faculty and patients.	
Include any forms or other documentation used to provide evidence that students have received biohazard and safety training.	

Standard V: Operational Policies – Fair Practices

Standard V.A - Contents of Narrative for Self-Study (See Standards Compliance Guide for required/suggested contents):

Standard V.A.
Student recruitment- JSCC MLT Program participates in health career fair opportunities sponsored by the college. At these fairs brochures and information about the program is distributed. Upon request the MLT program will assist in high school tours of the campus and our program. All visiting students are informed of the process for application/admission. Career fair participation and program information may also be requested by our affiliating clinical affiliates.
Application for admission to the MLT program is provided in the program brochure, MLT program website and college catalog. MLT ranking forms are provided so all applicants can be aware of their application

Standard V.A - Accompanying Documentation for Self-Study:

Documentation (optional)	Files
Submit written and/or published documentation to support statements made in narrative:	https://www.jeffersonstate.edu/about-jscc-2/human-resources/

Standard V.B - Contents of Narrative for Self-Study (Optional):

No narrative required.

Standard V.B - Accompanying Documentation for Self-Study:

Documentation	Files
Provide location on website, or evidence of documents with location, of non-discrimination policies for staff and faculty. Provide location on website, or evidence of documents with location or non-discrimination policies for student recruitment and admission.	College Website https://www.jeffersonstate.edu/about-jscc-2/human-resources/

Standard V.C - Contents of Narrative for Self-Study (Optional):

No narrative required.

Standard V.C - Accompanying Documentation for Self-Study:

Documentation	Files
Provide evidence that indicates that granting of the degree or certificate is not contingent upon passing an external certification or licensure exam (For example: Student Handbook or Catalog statements.	

Standard V.D - Contents of Narrative for Self-Study (See Standards Compliance Guide for required/suggested contents):

No narrative required.
The MLT department has a plan that would be submitted to NAACLS within 30 days of temporary or permanent closure announcement

Standard V.D - Accompanying Documentation for Self-Study:

Documentation	Files
Provide a general plan for potential temporary and permanent closures, addressing possible student transition and completion opportunities.	

Standard V.E - Contents of Narrative for Self-Study (See Standards Compliance Guide for required/suggested contents):

JSCC Service work policy contains provisions for both performing service work and conditions for working as a paid employee

Standard V.E - Accompanying Documentation for Self-Study:

Documentation	Files
Submit policy that explains under what conditions students may be permitted to perform service work for institutions	

Standard V.F - Contents of Narrative for Self-Study (See Standards Compliance Guide for required/suggested contents):

JSCC Service work policy contains provisions for both performing service work and conditions for working as a paid employee

Standard V.F - Accompanying Documentation for Self-Study:

Documentation (Optional)	Files
Submit policies that demonstrate students are not to be substituted for staff during educational scheduled times.	

Standard VI: Administrative: Maintaining Accreditation/Approval – Program/Sponsoring Institution Responsibilities

This Standard involves the administrative requirements for maintaining accreditation/approval throughout its award period, and therefore is not reviewed in the self-study or site visit process.

Standard VII.A: Program Administration – Program Director

Standard VII.A.1 Qualifications- Contents of Narrative for Self-Study (See Standards Compliance Guide for required/suggested contents):

The program director (coordinator) is a medical laboratory professional that has earned a master's degree in Allied Health Sciences and is a MLS (ASCP). The program director has worked in the laboratory since 1980 and began teaching as adjunct faculty at Jefferson State in 1997. The program coordinator attended the NAACLS workshops in 2006 and 2013. The coordinator has served in many volunteer opportunities with NAACLS since 2001 in roles such as VIP mentor, self-study reviewer and over 30 site visits. Currently the coordinator is serving on the RCAP committee as committee chair.

Standard VII.A.1 Qualifications - Accompanying Documentation for Self-Study:

Documentation	Files
Provide a curriculum vita for the program director that provides documentation of teaching experience, knowledge of education methods and administration, current NAACLS accreditation procedures and certification procedures. Include a faculty position description for the program director, indicating responsibilities for the position. ***For Phlebotomy Programs only: For certification agencies recognized by NAACLS as meeting Standard requirements for Phlebotomy Certification Qualifications of a program director**, **see Standards Compliance Guide.**	
Submit notification from NAACLS indicating that program director was approved.	

Standard VII.A.2 Responsibilities - Contents of Narrative for Self-Study (See Standards Compliance Guide for required/suggested contents):

The program director(coordinator) is responsible for the organization, administration, instruction, evaluation, continuous quality improvement, curriculum planning and development, directing other program faculty/staff, and general effectiveness of the program. The program coordinator annually participates in the budget preparation process as required by the college and reports directly to the Associate Dean of Health Related Programs. The coordinator does maintain 36 hours of documented continuing professional development every 3 years, usually more than 36 hours. The program coordinator is expected to maintain NAACLS accreditation standards and submit all reporting as required. All required college reporting is also submitted by the coordinator. The coordinator is given 1 class release per semester to accomplish administrative responsibilities. Additionally the coordinator is responsible for overseeing the instruction of all full and part-time instructors and assigning duties as necessary. Clinical responsibilities are primarily handled by the programs full-time designated clinical coordinator but when needed the program coordinator will step in to help. All student disciplinary actions are reviewed and addressed by both coordinators and reporting of disciplinary actions to the associated dean as required by the college.

Standard VII.A.2 Responsibilities - Accompanying Documentation for Self-Study:

Documentation	Files
Submit a completed Faculty Fact Sheet for the program director, including required professional development.	
Submit a faculty position description for the Program Director, indicating responsibilities for the position.	

Standard VII.A.3 Faculty Appointment - Contents of Narrative for Self-Study (See Standards Compliance Guide for required/suggested contents):

The program director has a faculty appointment at the sponsoring institution.

Standard VII.A.3 Faculty Appointment - Accompanying Documentation for Self-Study:

Documentation	Files
Provide documentation of faculty appointments (or equivalent) for the program director (letters of appointment, college web pages, catalog listing, etc.). Language found in affiliation agreements is not proof of appointment.	

Standard VII.B: Program Administration – Site Program Coordinator (required for Multi-location only, assigned to each participating site)

Standard VII.B.1 Qualifications- Contents of Narrative for Self-Study (See Standards Compliance Guide for required/suggested contents):

NA

Standard VII.B.1 Qualifications - Accompanying Documentation for Self-Study:

Documentation	Files
Provide a curriculum vita for the site program coordinator, providing documentation of discipline-appropriate education experience.	

Standard VII.B.2 Responsibilities - Contents of Narrative for Self-Study (See Standards Compliance Guide for required/suggested contents):

Standard VII.B.2 Responsibilities - Accompanying Documentation for Self-Study:

Documentation	Files
Submit a completed Faculty Fact Sheet for the site program coordinator	
Submit a completed Faculty Fact Sheet for the site program coordinator, a faculty position description indicating responsibilities, and documentation that site program coordinator is responsible for required aspects of the program.	

Standard VII.C: Program Administration – Faculty Members and Clinical Liaison

Contents of Narrative for Self-Study (See Standards Compliance Guide for required/suggested contents):

Each full-time faculty member is allocated a professional development annual allowance of $500 to attend workshops/seminars/conventions and professional meetings. Other professional development funding can be requested through grants or special funding.

Part-time instructors maintain and document their continuing education as part of their employee requirements. Many of their CE credits are from teleconferences and webinars sponsored by professional organizations and/or lab equipment and supply manufacturers. They are also offered employer-based in-service offerings and employer-provided Internet formats (such as Medialab and Medtraining).

Examples of Class Climate Surveys and Teaching observations are attached with names redacted. Instructor evaluation files will be available to the site visitors

Accompanying Documentation for Self-Study:

Documentation	Files
Submit didactic faculty fact sheets for each major didactic faculty member Information for a Clinical Liaison is to be included on each Clinical Facility Fact Sheet that is attached to the table under Sponsorship.	
Include narrative on the relevancy of the professional development activities listed on the accompanying didactic faculty fact sheets, as related to the program responsibilities of each major faculty member.	All MLT instructors are required to complete CEU activities relevant to the courses they teach. The college supports FT employee request for CEU opportunities through IAP request. PT employees will utilize MediLab or Medtraining. Those working in the field may have CEU provided by hospital employers.
Document that the faculty teach effectively at the appropriate level. Supporting documentation should include sample faculty and student evaluation forms** **Documentation submitted and made available for review that contains confidential information (i.e. Student/Faculty Names, Social Security Numbers, etc.) may have such content redacted to protect privacy.*	
Representative sample of communication between the clinical liaison and the program director or designee.	

Standard VII.D: Program Administration – Advisory Committee

Contents of Narrative for Self-Study (See Standards Compliance Guide for required/suggested contents):

The MLT Advisory Committee meets at Jefferson State Community College as a formal body twice yearly as required by the Alabama Community College System. Typically meetings are held on campus pre-COVID. In March 2020 we held our meeting via email and currently meetings are conducted using Zoom. We anticipate that our Fall 2021 meeting will be back on campus. The MLT Program depends upon the guidance of the Advisory Board concerning issues such as:
1. which laboratory tests should be deleted from the curriculum
2. which concepts need to be emphasized or added to the curriculum
3. which laboratory tests should be added to the curriculum
4. satisfaction of employers with the graduates of the program
5. satisfaction of clinical sites with the assigned students
6. laboratory skills that should be mastered by students while at the college
7. number of hours or days the student should spend in each rotation at the clinical site for the clinical experience
8. laboratory skills that should be mastered by students while at the clinical sites
9. keeping the MLT Program informed of policies concerning employment

The MLT Program will consult with the board members throughout the year, in their advisory role. Individual members of the Advisory Board are invaluable to the program in their advisory capacity also. The MLT faculty depend upon their knowledge and expertise to keep course content current. The members will save outdated reagents and test kits for the MLT Program and are also a source for clinical specimens.

Accompanying Documentation for Self-Study:

Documentation	Files
Submit evidence of regular, meaningful and relevant input from Advisory Committee members (for example: minutes, emails, notes from phone conversations or individual meetings, etc.).	

Standard VII.E: Program Administration – Education Coordinator (when required)

Contents of Narrative for Self-Study (See Standards Compliance Guide for required/suggested contents):

NA

Accompanying Documentation for Self-Study:

Documentation	Files
Submit a completed Faculty Fact Sheet for the education coordinator.	
Submit a curriculum vita for the education coordinator, providing documentation of knowledge of current NAACLS accreditation procedures and certification procedures.	

Standard VII.F: Program Administration – Medical Director (for PathA Programs only)

Contents of Narrative for Self-Study (See Standards Compliance Guide for required/suggested contents):

NA

Accompanying Documentation for Self-Study:

Documentation	Files
Submit a completed Faculty Fact Sheet for the medical director.	
Include a signed facility position description for the medical director, indicating responsibilities for the position.	

Standard VIII.A for Accredited Programs: Curriculum Requirements – Instructional Areas

Contents of Narrative for Self-Study (See Standards Compliance Guide for required/suggested contents):

The curriculum of the MLT Program is designed to fulfill graduation requirements for the Associate in Applied Science (AAS) Degree from JSCC; and is composed of general education, basic sciences, mathematics, and medical laboratory science courses. There are seven general education courses required for the AAS degree. Students must complete and have a "C" or better on transcript for Math 116 or 100, English 101, Biology 103 OR 201 and Chemistry 104. The last three general education classes can be taken during the professional sequence. The curriculum includes all the major subject areas (MLT courses) currently applied in the contemporary clinical laboratory. Each MLT course description clearly identifies prerequisite courses that are needed for acceptance into the course, and course descriptions for all required general education courses in the curriculum. Curriculum information is provided in the College Catalog, so that students may prepare for acceptance into the program. The information is also included in the MLT Student Handbook for students who have been accepted into the program.

The MLT courses include:
MLT 100- Phlebotomy
MLT 111- Urinalysis
MLT 121- Hematology & Body Fluids

Accompanying Documentation for Self-Study:

Documentation	Files
Provide a completed Standard VIII Matrix that identifies where items listed in Standard VIII.A are addressed in the curriculum. *https://www.naacls.org/ getattachment/67f23688-5574-449e-8d15-cfb45deb85a7/Standard-VIII-Matricies-2015.aspx*	
Provide a program schedule which includes the sequence of courses and student clinical assignments. **FOR MLS, MLT:** Provide examples of how each course addresses the pre-analytical, analytical, and post analytical components as listed in SCG. **FOR HTL & HT:** Provide examples of how each course addresses the following: Histopathology applications	
Submit a list of required prerequisite coursework.	

Standard VIII.B for Accredited Programs: Curriculum Requirements – Learning Experiences

Contents of Narrative for Self-Study (See Standards Compliance Guide for required/suggested contents):

Students enroll in the general studies courses required for the associate degree in applied sciences. This requirement includes basic English, Math and Science courses. The sciences prepare or provide the foundation for learning more technical information concerning diseases and how they are diagnosed. Students are advised and required to have their English, Math and Science courses completed before admission to the MLT Program. Most of the other general courses, such as Communications/Speech, Psychology, and Humanities are completed in the first year of the program.

The JSCC MLT didactic instruction utilizes many different learning theories. Most courses present materials in lecture/discussion format, self-paced assignments, online tutorials and case studies.

The JSCC MLT laboratory courses teach the basic skills in each department necessary for job entry level. In many of the courses the basic skills are repetitive in labs, thus reinforcing the skill with experience. Most student labs require manual testing, so that the student learns the basic skills first, followed by use of automation. During clinical rotations, students refine their communication skills with other laboratory personnel, health care professionals, and the public.

The processing of information using the hospital and laboratory information computer systems is a part of the student's experience on clinical rotations. Specimen collection and processing is a part of all clinical rotations as well as in the classroom lab.

Laboratory safety and regulating compliance is enforced in all MLT courses in order to prepare the student for compliance in hospital settings.

Quality assurance and quality control are covered in all MLT courses in order to prepare the student for entry level skills. Students are taught to use algorithms to help with logical thinking and troubleshooting.

Accompanying Documentation for Self-Study:

Documentation	Files
Document program policies regarding students performing procedures under qualified supervision (See Standards Compliance Guide for suggested documents):	

Standard VIII.C for Accredited Programs: Curriculum Requirements – Evaluations

Contents of Narrative for Self-Study (See Standards Compliance Guide for required/suggested contents):

The MLT Student handbook is given to the students during a mandatory program orientation. The MLT student handbook clearly states the criteria for pass, fail, and progression in the program. In addition, each course syllabi restates the criteria. Students are tested frequently in the program. Quizzes are given in between major exams. The attached syllabi's show the testing frequency for all MLT courses. Instructors perform item analysis after each exam to make sure that content on exam questions can be found in the instructional materials or modify either curriculum or exam as needed. Yearly, the college requires a program assessment to include program outcomes, student learning outcomes and outcomes for each MLT course. The results are presented to the advisory committee for recommendations for any changes in curriculum as needed. Results and changes indicated from this assessment are incorporated into the Standard II program change document.

Accompanying Documentation for Self-Study:

Documentation	Files
Submit proof that evaluation systems relate to course content and support program competencies.	
Submit proof that evaluation systems are employed frequently enough to provide students and faculty with timely indications of the students' academic standing and progress.	
Submit proof that evaluation systems serve as a reliable indicator of the effectiveness of instruction and course design.	

If outcomes measures listed in "II.B. 'Accompanying Documentation for Self-Study'" are below NAACLS approved benchmarks (or if there is not three years' worth of accumulated data, in the case of initial programs), provide all of the following items from one course in your curriculum:

Documentation	Files
Syllabus	
Course goals	Course goals can be located on the syllabus.
Measureable objectives in the cognitive, psychomotor, and affective domains	General course objectives are also found on the syllabus and more detailed cognitive course objective found on slide 2 for each lecture.
Evaluation systems that correlate with objectives	Evaluation systems for psychomotor objectives are found in the MLT 141 Lab document above

Standard VIII.A for Approved Programs: Curriculum Requirements – Instructional Areas

Contents of Narrative for Self-Study (See Standards Compliance Guide for required/suggested contents):

Accompanying Documentation for Self-Study:

Documentation	Files
Provide a completed Standard VIII Matrix that identifies where items listed in Standard VIII.A are addressed in the curriculum. *https://www.naacls.org/ getattachment/67f23688-5574-449e-8d15-cfb45deb85a7/Standard-VIII-Matricies-2015.aspx*	

Documentation	Files

FOR PBT:
• A list of required prerequisite course work, if applicable
• Program goals
• Curriculum outline, including course sequencing and a sample schedule demonstrating how a student may progress through the program
• Course descriptions for each unit of instruction or course in the program, including documentation of how each course addresses a variety of collection techniques, contact with various patients in a variety of settings, and a minimum of 100 hours of applied experiences and 100 unaided collections
• Document where items in Standards VIII.A1-6 are included within the program curriculum Suggested documentation may include:
 	
   o course syllabi that include schedules and objectives
   o objectives for the didactic and clinical aspects of the program that address the cognitive, psychomotor and affective domains
   o course examinations
   o program schedules	

Documentation	Files

FOR CA:
• A list of required prerequisite course work, if applicable
• Program goals
• Curriculum outline, including course sequencing and a sample schedule demonstrating how a student may progress through the program, including sequenced course of study from basic content to higher level of learning in the modules offered. Note where and how the core competencies are obtained and the 100 hours of applied experiences are provided.
• Course descriptions for each unit of instruction or course in the program
• Document where items in Standards VIII.A are included within the program curriculum. Suggested documentation may include:
    o course syllabi that include schedules and objectives
    o objectives for the didactic and clinical aspects of the program that address the cognitive, psychomotor and affective domains
    o course examinations
    o program schedules	

Standard VIII.B for Approved Programs: Curriculum Requirements – Learning Experiences

Contents of Narrative for Self-Study (See Standards Compliance Guide for required/suggested contents):

Accompanying Documentation for Self-Study:

Documentation	Files
Submit documentation that didactic and clinical curricula provide sequenced learning experiences necessary to achieve entry competencies. (See Standards Compliance Guide for suggested documents):	

Standard VIII.C for Approved Programs: Curriculum Requirements – Evaluations

Contents of Narrative for Self-Study (See Standards Compliance Guide for required/suggested contents):

Accompanying Documentation for Self-Study:

Documentation	Files
Describe the evaluation system(s) utilized by the program to assess the effectiveness of instruction, frequency of use of the various evaluation tools, and how the results of evaluation are utilized in program evaluation and revision	

Documentation	Files
Submit policies and procedures for **student and** faculty evaluation. (See Standards Compliance Guide for suggested documents):	
Documentation of: **-** Utilization of feedback from evaluation in determining program effectiveness (See Standards Compliance Guide for suggested documents) **-** Programmatic curriculum improvements and changes made as a result of systematic program review.	

If outcomes measures listed in "II.B. 'Accompanying Documentation for Self-Study'" are below NAACLS approved benchmarks (or if there is not three years worth of accumulated data, in the case of initial programs), provide for one course in your curriculum the following items:

Documentation	Files
Syllabus	
Course goals	
Measureable objectives in the cognitive, psychomotor, and affective domains	
Evaluation systems that correlate with objectives	