NAACLS Self-Study Template

Edited 12/2017 for Self-Studies submitted Fall 2018

Program Sponsor: Colorado Mesa University

Sponsor Type: Post-secondary academic institution

Program Type: AAS Medical Laboratory Technology (MLT)

Program Location (City, ST): Grand Junction, CO

NAACLS DOCUMENTS YOU SHOULD DOWNLOAD PRIOR TO COMPLETING THIS SELF-STUDY:

- **NAACLS Standards for Accredited and Approved Programs**
- **NAACLS Standards Compliance Guide**

Introduction: Please provide a brief description of your program and how it is organized:

The Medical Laboratory Technology (MLT) Program is in the Department of Health Sciences (DHS) within Colorado Mesa University (CMU). Other DHS programs include nursing, radiologic technology and surgical technology. CMU serves a 14-county region in Western Colorado. The MLT Program was approved in 2012 by the Board of Trustees of CMU. At that time, the program was funded was funded by grant monies, but CMU took full financial responsibility for the program in April 2014. The impetus for the MLT program came from the combined efforts of the Workforce Centers of Montrose and Mesa Counties, CMU's DHS and Western Colorado Community College. Initial program accreditation for five years was awarded in September 2014.

The MLT Program is a two and one-half year (five-semester) program of study. Graduates of the program are awarded an Associate of Applied Science (AAS) degree from CMU. To fulfill the requirements of the AAS degree, students complete 75 credit hours [57 credit hours of science foundation courses and MLT courses plus 18 credit hours of Essential Learning (general education) and lower-division requirements]. A 2.0 grade point average or higher is required for all courses applied toward the degree. Students are required to earn a grade of "B" or higher in all applied (clinical) courses. Upon graduation, students are eligible to take nationally recognized certification examinations.

The first year of the program includes one semester of chemistry with lab, two semesters of anatomy and physiology with labs, and general education courses. Students apply to the MLT program in March of the first year. All coursework does not need to be completed at the time of application, although students must complete all prerequisite coursework prior to starting MLT courses. Students may also apply to the MLT program in July if space is still available in MLT courses. The enrollment capacity is 12 students.

The second year of the program begins in the fall semester with introductory concepts and skills in MLT. The spring semester includes more in-depth courses. Students complete a 600-hour hospital laboratory

Standard I.A: Sponsorship – Sponsoring Institution

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

N/A

Accompanying Documentation for Self-Study (HOW TO ATTACH DOCUMENTS TO THIS TEMPLATE):

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).	HLC Accreditation Award Sponsoring Institution Fact Sheet

Standard I.B: Sponsorship – Consortium Sponsor

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

N/A

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).	N/A
Memorandum of understanding, as described in Standards Compliance Guide	N/A

Standard I.C: Sponsorship – Multi-location Sponsor

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

N/A

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).	N/A

Standard I.D: Sponsorship – Responsibilities of the Sponsor

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

Colorado Mesa University is responsible for planning the curriculum, selecting course content, and teaching both theory and laboratory sessions prior to the applied experience held at a clinical affiliate site. The university is responsible for appointing qualified faculty, receiving and processing student application materials, admitting students to the MLT program, compiling health and safety records, and permanently maintaining student transcripts. The university awards an associate of applied science degree in medical laboratory technology to the student after all degree requirements have been met.

The university is responsible for coordinating the educational expectations between the student and the clinical site so that time spent by students in the clinical site is educational. The university developed learning objectives, competency checklists, clinical evaluation tools, time sheets and assignments for students as they enter each clinical rotation. A mentor packet is given to each clinical affiliate person teaching students that describe the teaching and learning expectation between mentors and students. Mentors are requested to immediately inform the program coordinator should any student issues arise by either email or a phone. Additionally, action plan paperwork is supplied to the mentors to address concerns of any student that is not progressing satisfactorily in a given rotation.

The clinical affiliate agreements between the university and the clinical site define the roles and responsibilities of and between both parties. The agreement includes a termination clause, whereby a student in the clinical site shall be allowed to complete their program if the agreement is terminated during the time a student is in clinical.

Accompanying Documentation for Self-Study:

Attach documentation that supports the narrative explanation for Standard I.D.3 (See Standards Compliance Guide for further instruction):	CMU Catalog Mentor/Clinical liaison packet Example-affiliate communication Clinical affiliate arrangement

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

Clinical (C)/Academic (A) Affiliate: *Please indicate (C) or (A) after name of affiliate*	**Completed Clinical Facility Fact Sheet**	**Site Specific Objectives and Evals, Unique Rules, & Policies, <u>when applicable</u> (I.D.2)**	**Signed Current Affiliation Agreement**
Veterans Administration Medical Center (C)			
Community Hospital (C)			
Delta County Memorial Hospital (C)			
Family Health West (C)			
Gunnison Valley Hospital (C)			
Heart of the Rockies Regional Med Center (C)			
The Memorial Hospital at Craig (C)			
Montrose Memorial Hospital (C)			
St. Mary's Medical Center (C)			
UCHealth, Yampa Medical Center (C)			
Valley View Hospital (C)			

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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 effectiveness of the Medical Laboratory Technology Program is evaluated using a variety of methods. Program goals and student learning outcomes (SLO) are assessed regularly and generally follow a three-year cycle of assessment and reporting.

Feedback from students, graduates, affiliates and employers is solicited at regular intervals. Students' course evaluations are gathered during the first two semesters of the MLT program for the didactic and lab courses. Paper evaluation forms have been used in the past, but in the fall of 2013, CMU began an on-line course evaluation process. The online process has decreased the return of feedback dramatically. Because of this, MLT program faculty rely on verbal feedback from students in real time, on an ongoing basis.

Students, during their internship, complete an on-line survey where they evaluate each of their clinical laboratory rotations. These evaluations are used to identify the MLT program's strengths and weaknesses related to students' clinical preparedness and clinical sites' effectiveness. Survey data are compiled by the PC and analyzed for trends. If weaknesses are noted, the PC modifies the program if feasible and appropriate. All evaluations completed by students are confidential.

Students perform an exit exam at the end of the program; results are compared against pre-admission TEAS V exam scores, admission GPA, academic transcripts, and theory coursework. The data obtained

Accompanying Documentation for Self-Study:

Documentation	Files
Program mission statement and outcomes/goals.	Program Mission and Student Learning Outcomes
Schedule representing timelines for identified assessment methods.	Timelines for Program Mission Outcomes and Student Learning Outcomes (SLOs)
Submit full documented plan for continuous and systematic assessment of the effectiveness of the program.	Systematic plan of assessment

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

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

Outcome measures used by the MLT program include BOC pass rates, job placements, and graduation and attrition rates, as prescribed by NAACLS. These measures are collected and analyzed annually by the PC to identify program deficiencies, if any. Outcome measures are made public so that students (prospective, current, and former), clinical instructors, and the MLT Advisory Board may access them.

Accompanying Documentation for Self-Study*:

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

If Outcomes Measures submitted for II.B. 'Accompanying Documentation for Self-Study' are below NAACLS approved benchmarks as listed in the Standards Compliance Guide (or if this is an initial program), additional information must be submitted for Standard VIII.C

CERTIFICATION EXAM PASS RATES Please "check" which successive years to use to determine Three Year Averages:	**For students who graduated between:**			
	☐	✔	✔	✔
	7/1/13 – 6/30/14**	7/1/14 – 6/30/15	7/1/15 – 6/30/16	7/1/16 – 6/30/17
ASCP-BOC (ACCREDITED & APPROVED PROGRAMS) OR AMT, NCCT, & NHA (FOR APPROVED PROGRAMS)	** Programs with Self-Study Due Dates between 2/1/18 and 6/29/18 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 6/30/18 cannot use this column.			
A) Total # of Graduates	2	6	4	6
B) # who sat for the exam within first year of graduation	2	6	4	6
C) # who passed the exam within first year of graduation	2	5	4	6
Yearly Certification Pass Rate: (C/B)	100%	83%	100%	100%
***Three Year Average Pass Rate: (total across "C "/ total across "B")**	94%			
OTHER CERTIFICATION EXAMS - INDICATE TYPE:	AMT			
D) # who sat for other exam within first year of graduation		1		
E) # who passed other exam within first year of graduation		1		
Yearly Other Certification Pass Rate: (E/D)		100		
Three Year Avg other exam Pass Rate: (total across "E" / total across "D")	100			

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

The PC reviews the scores from the BOC as soon as the scores are released each spring and again at the end of the year for the cumulative report. The PC then reviews test score results with the faculty. The minimum pass level and the class achievement in each subject area helps the program staff to identify strengths and weaknesses in the curriculum. The program and its advisory committee pay special attention to three-year trends in graduate examination results to make curriculum changes if warranted.

If any weaknesses are identified as part of a three-year trend the related course content and instructional methodology is reviewed and adjusted to minimize or alleviate the weakness. Since the number of students in the program are quite small, the PC maintains appropriate student confidentiality while sharing

Documentation	Files
Examples of tools used to collect Graduate BOC Certification Pass Rate data (Include source documentation with student names redacted):	BOC Exam Report 2015-2017 BOC source document

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

Certification pass rates from non-BOC certifying agencies are not analyzed by our program. We have had one graduate fail the BOC exam, but that student was later certified by AMT. Our program does not promote certification from agencies other than the BOC. AMT did not supply our program with data from the one student who took their certifying exam.

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

GRADUATION/ATTRITION RATES	**For Students slated to graduate in the time periods below:**		
	7/1/15 – 6/30/16	7/1/16– 6/30/17	7/1/17 – 6/30/18
A) # who began the "final half" of the program	4	6	7
B) # who began the "final half" of the program but subsequently left(voluntarily or involuntarily)	0	0	1
C) # who began the "final half" of the program but are still currently enrolled	0	0	0
D) # who began the "final half" of the program during the given time period and have since graduated	4	6	6
Yearly Attrition Rate: (B/A)	0%	0%	14%
Yearly Graduation Rate: D/(A-C)	100%	100%	86%
***Three Year Average Graduation Rate: [total "D"/(total "A" - total "C")]**	94%		
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 start of the spring semester, in year two of the program is considered the beginning of the final half of the program. In other words, students that have successfully completed one semester of MLT courses enter into the final half of the program.		

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

Graduation rates are gathered and reported in our annual Program Outcomes Measures report, which is shared publicly on the program website, submitted to the Office of Institutional Research, and with our advisory committee. The graduation rate is also shared in an annual submission to NAACLS. The program collects data from the graduates of the program from a list (VE-135 Report) of program graduates supplied by the Manager of Business Services. Graduates were surveyed by phone, email, or social media for placement and certifying exam pass rate data for the report.

The number of students completing the second half of the program determines the rate. The graduation rate is an indication of the appropriateness of admission criteria, overall student achievement in

Documentation	Files
Examples of tools used to collect Graduation Pass Rate data (Include source documentation with student names redacted):	VE-135 Survey Tool for Program Graduates: Health Science Graduate list, Office of Institutional Research:

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

Attrition rates for students who do not complete the final half of the program are included in the annual Program Outcomes Measures report. The report is shared publicly on the program website. The report is also shared with the Office of Institutional Research and our advisory committee. The number of students leaving the program in the second half of the program determines the rate. The programs' three-year attrition rate is 6%. The reason students (N=2) have left the program are analyzed for trends and with statistically low numbers, no changes to the program are needed.

Documentation	Files
Examples of tools used to collect Attrition Rate data (Include source documentation with student names redacted):	Attrition source: student email and university documentation of failed courses in the second half of the program

PLACEMENT RATES Please "check" which successive years to use to determine Three Year Averages:	**For the students who graduated between:**			
	☐	✔	✔	✔
	7/1/13 – 6/30/14**	7/1/14 – 6/30/15	7/1/15 – 6/30/16	7/1/16 – 6/30/17
	** Programs with Self-Study Due Dates between 2/1/18 and 6/29/18 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 6/30/18 cannot use this column.			
A) Total # of Graduates	2	6	4	6
B) # that found employment (in the field or in a closely related field) and/or continued their education within one year of graduation	2	6	4	6
C) # that did neither listed above?	0	0	0	0
D) # that do you NOT have any information for?	0	0	0	0
Yearly Average Placement Rate: (B)/(B+C)	100%	100%	100%	100%
***Three Year Average Placement Rate:** **[Total "B" / (Total "B" + Total "C")]**	100%			

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

Student placement rate is gathered in real-time from personal communications between the program coordinator, employers, and students. Placement data is formally gathered as a requirement for Career and Technical Education programs. The MLT program is responsible for completing the VE-135 report and submitting it to Western Colorado Community College. The report is completed one year after the students have graduated. Students' contact information is provided by the Colorado College Community System. Survey questions address employment, continuing education, and certification pass rates. Employment results are analyzed for outliers and trends. Currently, all the program's graduates are employed.

Additionally, Employer Surveys are sent out after approximately one year of employment. The feedback

Documentation	Files
Examples of tools used to collect Placement Rate data (Include source documentation with student names redacted):	Employer Feedback 2014-2017 graduates: VE-135 Report-Placement data

(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):	N/A

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 MLT program actively seeks input from current and former students, clinical affiliates and advisory committee members. Program faculty consider this input when program or curriculum changes are made. Some changes are instituted quickly (e.g. within the same semester) while other changes are instituted more slowly (e.g. during the next academic year). As stated in the Standard II.A narrative, the survey response rate is low. Because survey responses may not be representative samples, program modifications are based not only on survey responses, but also on thoughtful input from staff members. Scores on BOC examinations indicate most CMU students meet or exceed benchmarks across all subject areas, thereby supporting the appropriateness of the curriculum and the effectiveness of the instruction. If BOC scores do not meet benchmarks, the PC takes corrective action. If students fail the BOC examination, the PC assesses the possible reasons for the failures and takes corrective action when deemed appropriate.

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.	Please see the above pinned document for additional information for this standard.

Standard III.A: Resources – General Resources

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

The MLT program can accommodate 12 students per year with adequate lab space, instructors and clinical sites. To date, the program averages five students per cohort. Cohorts begin in the fall. The program has one full-time program coordinator (PC) and one part-time faculty member. The part-time faculty member teaches phlebotomy (face-to-face), body fluid analysis (face-to-face with clinical laboratory), and microbiology (online). The PC teaches the remainder of MLT courses and monitors students' progress in clinical rotations. The program shares an administrative assistant (AA) with several other departmental programs. The AA compiles and organizes students' applications and sends letters of acceptance to students upon their acceptance into the program. The AA also monitors students' health and safety requirements through myClinicalExchange. MyClinicalExchange is a cloud-based information system where students upload their information (e.g. background checks, immunizations, physical exams, drug screens). Students' information is accessed by clinical affiliates prior to clinical rotations.

Accompanying Documentation for Self-Study:

Documentation	Info/Files
The number of students admitted per year.	
Admission date(s).	One admission date per year, during the Fall semester.
Instructor to student ratios for lecture	
Instructor to student ratios for student laboratory (if applicable)	(see document pinned above for both lecture and lab ratios)
Instructor to student ratios for clinical laboratory (if applicable).	N/A
Attach relevant staff position descriptions.	Administrative Assistant Program Coordinator Part-Time Lecturer
Attach program evaluation information/data used to evaluate resource adequacy as part of continuous program evaluation.	Please see highlighted information within this Exit Survey summary that pertains to this standard.

Standard III.B: Resources – Financial Resources

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

Income for the CMU budget comes from the institution's general fund and student fees. Funding from the general fund is based on full time equivalent students (FTES). The department director allocates monies to each program based on fiscal projections of programs' needs. This budget may be further augmented by special initiative funds and grant dollars.

The MLT program coordinator (PC) submits requests for capital items and supplies needed for each course annually (in November) to the department director. The budget is submitted by the department director to the university in mid-January for the following fiscal year that starts July 1.

The department budget allotment between health science programs is based on FTES. Due to low enrollment, the budget for the MLT program is approximately 2% of the department budget. The MLT program secured lab fees in 2015 to augment our financial resources. The lab fees are used for purchasing disposable supplies and non-capital equipment. Department funding for professional development is available on a limited basis for continuing education, while additional university funding may be obtained if the attendee is presenting at a conference.

The MLT program receives funding for equipment and instructional materials, and professional development through Carl Perkins grants each year. These grants have been used for the PC to attend NAACLS workshops and CLEC conferences in 2012-2017 and will be used again for the 2019 conference. The grant was also used to purchase laboratory equipment including several serofuges, micropipettes and a double door refrigerator over the past three years.

The university recently purchased and renovated an older hospital building to use for the Department of Health Sciences. The new building includes a new 1,080 sq. ft. laboratory that opened in Fall 2018. The new larger laboratory space allows our students to perform procedures and venipunctures much more

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):

As stated in the Standard III. B narrative, the university purchased an old hospital building that was located next to the campus. The newly renovated building contains a 1,080 sq. ft. student laboratory. The new laboratory is 37% larger than the prior laboratory space, accommodates up to 12 students, and contains a lower, ADA-compliant work surface. Each laboratory table is equipped with electrical and data outlets. Additional electrical and data outlets are located at the end of each lab station. Storage is available in the lab stations to hold students' microscopes.

The laboratory is equipped with smart-room technology (including a computer, ELMO document camera, microscope with camera attachment, Hitachi SmartBoard, lecture camera, projector, and screen). The room also has wiring available for ceiling-mounted cameras for recording simulated lab experiences. However, this technology is not in use currently. A white board spanning the length of the room is located at the front of the room.

The room has two stain/waste disposal sinks and a separate sink for students to wash their hands. A plumbed eyewash station is available. The university provides all personal protective equipment (gloves, lab coats, goggles, face shields, spill kits, fire extinguisher, SDS manual) for students and faculty. Two large storage cabinets contain the majority of our phlebotomy supplies and small laboratory equipment. Additional upper and lower cabinets contain smaller items used in each course. Students have two coat racks, one to store personal coats and the other for their reusable lab coats. Twelve "clean" storage cubicles are available at the laboratory entrance for students' personal items.

At the far end of the laboratory is a separate 200 sq ft. workroom. This workroom contains large storage cabinets, counter space, upper and lower cabinets, and a deep sink which used for washing glassware and pipettes. One instructor uses the workroom to set up lab sessions, while another lab session is in progress. The workroom was created to house two noisy pieces of equipment (a CO_2 incubator and

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.	Sample list of equipment and instructional resources Floor plan, MLT Lab

Standard IV.A: Students – Publications and Disclosures

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

Most of Standard IV.A's documents (except the academic calendar, course catalog, and program outcomes) are contained in the MLT program's Student Handbook. The Student Handbook is sent to all incoming students by email once they are accepted into the program. The Handbook is also available (upon request) to the public from the program coordinator or the administrative assistant.

The Handbook serves as a bridge between the program's and university's policies contained in the Maverick Guide (the university's Student Handbook). The policies for student grievances and appeals and rules and regulations governing acceptable personal and academic behavior are included in both the Maverick Guide and program Handbook. The expectation for clinical behavior is contained within the program Student Handbook and the clinical course syllabi (rubric).

The remaining documents for Standard IV.A are found on the university's and/or MLT program's webpages. CMU publishes the academic calendar and course catalog. The course catalog contains course descriptions, credit hours and pre-requisites and co-requisites. The catalog is also accessible through the MLT program's website.

In addition to the Student Handbook, the MLT program website publishes the NAACLS accreditation status, a list of clinical affiliate sites, admission criteria, program requirements, and application information. The program's outcomes measures for the last three years are published as a separate document on the program's website.

Accompanying Documentation for Self-Study:

Documentation	URL/File
College Catalog	All URLs, with the exception of the student handbook, can be easily accessed from this document
Class Schedule	(see above)
Application Form	(see above)
Program Brochure	(see above) and this print brochure is available in the department
Student Handbook	Student Handbook

<u>Accompanying Documentation for Self-Study (continued)</u>: 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	Location: Student Handbook
Program Goals and Graduate Competencies	Location: Student Handbook
Programmatic Accreditation/Approval Status including NAACLS contact information.	Location: Student Handbook and program website
Results of program outcome measures as identified in Standard II.B	Location: MLT website
List of Clinical Facilities	Location: MLT website and Student Handbook
Admission Criteria	Location: Student Handbook, website and MLT Information Packet
A list of course descriptions	Location: university website
Names and academic rank or title of the program director and faculty	Location: Student Handbook
Tuition and fees with refund policies	Location: Student Handbook, University website
Service work policies	Location: Student Handbook
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	Location: MLT and University Student Handbooks
Academic Calendar AND rules & regulations governing acceptable personal and academic conduct, including behavior expectations for clinical experience	Calendar:CMU website and Catalog Rules: MLT Handbook, Syllabi, CMU Student Handbook

Standard IV.B: Students – Student Records

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

Student application and admissions records to the MLT Program are maintained by the Health Sciences Department. The administrative assistant to the MLT Program maintains a secure electronic database of all requirements such as; but not limited to criminal background checks, immunization records, and physical examination. The database is accessible to health sciences leadership personnel and administrative assistants. All paper records are scanned into the University's Extender (data imaging) system.

Student records pertaining to evaluations, counseling and advising sessions are maintained in the MLT Program Coordinator's office and through the University's course management system. Records are in paper or electronic format. The MLT Program utilizes the University's course management system for a majority of the delivery of the program content. Course assignments and grades can be accessed through the system by the PC for all courses in the program, grade books in the program are maintained for at least two years. Paper assignments not returned to the students are maintained for a period of one year in case of student grade appeal or retroactive request for withdrawal from CMU. All files after this date are confidentially shredded. Email communications from each student is saved indefinitely, and are easily accessed through the University's Outlook email system.

Individual grades and credits for courses are recorded and permanently maintained by the University Banner system in accordance with federal regulations that stipulate retention of academic records. Records contain the legal name, grades and credits, and dates of admission and completion. The Registrar's Office currently uses the AACRAO (American Association of Collegiate Registrars and Admissions Officers) Retention and Record Policy which states that transcripts and degrees awarded will be retained permanently. Permanently as defined by the AACRAO is 75 years. Student schedules, which would contain specific course sections, course dates, course faculty and course times are retained for one year, again following AACRAO policy.

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):

Students accepted into the MLT program must complete a physical examination by a health care provider to verify good health and provide proof of immunization for a number of communicable diseases, including Hepatitis B, prior to registering for courses for their safety and the safety of our patients in the clinical site. All students must present the Medical Laboratory Essential Functions list to the health care provider at the time of the exam. The physical form is supplied by the department of health sciences and must be completed and signed by the physician. The exam must be performed within one year of initial direct patient contact. Students must also submit proof of personal health insurance upon admission into the program and they are required to maintain the insurance for the period of enrollment in the program. Students are oriented and trained in safety procedures and regulations for safe handling of biological specimens, as well as chemical, electrical, fire, electrical and physical safety hazards, before participating in the campus laboratory experience. Students are monitored for safe practices throughout the program during campus lab sessions and during the clinical semester. Documentation for safety training is performed at the time of orientation by the PC, and on the first day of clinicals by the affiliate site.

Upon entry into the program, and a year later prior to the clinicals, students perform a Blood Borne Pathogen quiz after watching a prerecorded Blood Borne Pathogen and Exposure Protocol lecture. Students are instructed how to perform first-aid for an accidental needle stick or mucous membrane splash, and all follow-up health care needed.

The laboratory is equipped with spill kits, an eyewash station, fire extinguisher, and appropriate PPE for the tasks performed in the lab courses. The university supplies all of the required PPE needed to protect the health and safety of the students, such as gloves, impermeable lab coats, face shields and safety goggles. Every effort is made to eliminate potential hazards with the use of engineering and work practice controls, such as the elimination of open flames, substitution of caustic/corrosive materials with less hazardous materials, and allowing only small volumes of flammable liquids for use in lab sessions.

Accompanying Documentation for Self-Study:

Documentation	Files
Include the policy and procedures used for safeguarding the health and safety of students, faculty and patients.	Student Handbook, Health and Safety: Board of Trustees Safety Resolution:
Include any forms or other documentation used to provide evidence that students have received biohazard and safety training.	Documentation forms: Training examples:

Standard V: Operational Policies – Fair Practices

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

The MLT program requires a separate application and admission criteria from the CMU admissions policy. Selective admissions processes are designed to identify students that want to work in and are suited to the healthcare environment. In a high stress and occasionally low reward profession like MLT, academic ability is not the only measure of students' success.

After students declare themselves as pre-MLT majors, the program coordinator (PC) contacts them for advising. During the initial advising appointment, students are advised about the career and the program. Students are often unaware of what the career entails other than "running lab tests and pushing buttons."

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

Documentation (optional)	Files
Submit written and/or published documentation to support statements made in narrative:	Not required

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

Optional-not required

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

Documentation	Files
Statements made in the narrative should be supported by written and/or published documentation. Required examples include documents that have non-discrimination policy statements along with student admission requirements and faculty appointment criteria.	University's published statements: Program application/admission policy University personnel handbook, excerpt

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

Optional-not required

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

Documentation	Files
Statements made in the narrative should be supported by written and/or published documentation. Required examples include a policy or handbook statement that indicates that granting of the degree or certificate is not contingent upon passing an external certification or licensure exam.	Student handbook excerpt:

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

A tentative teach out plan for the program has been developed in the event that the MLT program is discontinued. The tentative plan will be presented for approval and/or revisions to the Department Director. Once the Director of Health Sciences and the University leadership have finalized the plan, it will be sent to NAACLS within 30 days from the notice of discontinuance. [See attached file].

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

Documentation	Files
Statements made in the narrative should be supported by written and/or published documentation. Required examples include a foundation for developing a teach out plan in the event of closure. (Complete details are not necessary, but it must be complete enough to be submitted within 30 days of closure notification).	Teach Out Plan:

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

Students occasionally perform clinical rotations at sites where they also work. Students are prohibited from performing work-related duties during clinical rotations associated with the MLT program. This service work policy is discussed with students during their first advising appointment. MLT students wear white scrubs during clinicals making it easier for staff to identify when students are in the student role rather than the employee role. The service work policy is contained in the Student Handbook which is given to students prior to beginning the MLT program.

Clinical liaisons (mentors) at clinical sites are given the service work policy via email prior to students arriving at the site and in print in the mentor packet when the student arrives. Due to the varied number of

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

Documentation	Files
Statements made in the narrative should be supported by written and/or published documentation. Required examples include a service work policy for students.	Student Handbook excerpt: Clinical liaison (mentor) notification, see highlighted:

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

The mentors are notified that students are not allowed to be scheduled in place of qualified staff during any clinical rotation. Students may be allowed to perform some patient work, but only after demonstrating competence and under the supervision of the mentors.

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

Documentation (Optional)	Files
Submit written and/or published documentation to support statements made in narrative:	Optional,see STD V.E documents which contain documentation for this standard.

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):

Ms. Tracy Matthews, MS MLS(ASCP)CM serves as the Program Coordinator (PC), which is a non-tenure track 0.8 FTE position at CMU. She received her BS in Medical Technology in 1994 from the University of Arkansas for Medical Sciences and her MS in Clinical Laboratory Science in 2008 from the University of North Dakota. Her MS program included topics in education methodologies for the medical laboratory sciences. She is certified by the American Society for Clinical Pathology (ASCP) and maintains her certification by completing 36 continuing education credits every three years.

Ms. Matthews worked as a generalist medical technologist in clinics and hospital settings. She taught clinical laboratory skills for MT and MLT students from 2000-2012. Between 2004 to 2010, Ms. Matthews taught students enrolled in the MLT Program at Arapahoe Community College (ACC) while employed by St. Mary's Hospital in Grand Junction CO. Her responsibilities included following clinical guidelines for lab sessions and designing new lab sessions to meet students' learning objectives. Lab session content included chemistry, urinalysis, and hematology. In 2005, she was directly employed by ACC as an online adjunct instructor for one semester and taught immunohematology and body fluid analysis.

In 2011, Ms. Matthews was hired by CMU as a part-time consultant to develop the MLT program according

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.**	CV
Submit notification from NAACLS indicating that program director was approved.	PD Approval Worksheet-NAACLS Accreditation award addressed to PD

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

The PC is responsible for the organization, periodic review, continued development, and general effectiveness of the MLT program. The PC represents the program to administration, advisory members, and national certifying agencies. She maintains professional credentials by completing at least 36 continuing education credits every three years.

Ms. Matthews works with the DHS Director to prepare the annual budget. She works with the Manager of Business Services at Western Colorado Community College to prepare Perkins fund requests for equipment and professional development opportunities.

She works with the program staff to coordinate the program's instructional components and daily operations (e.g. procuring specimens for lab activities, ordering needed supplies, and using the learning management system for delivering course lectures). She assumes responsibility for:

• Recruiting and advising students,
• Guiding students and advisees in meeting their educational goals,
• Exercising professional judgment based upon professional knowledge and individual student needs, teaching strategies, interpersonal relationships and teaching theory,
• Maintaining safety standards in work areas,
• Training students in safe laboratory practices, and
• Serving as the Advisory Chair for the program by arranging, conducting and creating minutes for the advisory meetings.

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.	Faculty Fact Sheet
Submit a faculty position description for the Program Director, indicating responsibilities for the position.	Position Description

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

The PC is the primary faculty for the program. The PC developed all courses in the curriculum within the first three years of the program's existence. The curriculum content and design are updated frequently with the adoption of new textbooks and technological advances in the field. Currently, the PC teaches Clinical Immunology with Lab, Clinical Microbiology I with Lab, Clinical Immunohematology with Lab, Clinical Hematology/Hemostasis with Lab, Clinical Chemistry with Lab, Capstone, and Certification Review. She acts as the Clinical Coordinator by arranging clinical experiences (applied courses) for phlebotomy students (fall and spring) and for MLT students in their final semester. The PC is responsible for developing competency checklists and evaluation materials for all applied courses.

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

Documentation	Files
Provide documentation of faculty (or equivalent) appointments (letters of appointment, college web pages, catalog listing, etc.). Inclusion in the affiliation agreement is not proof of appointment.	University websites Catalog listing, Fall 2018

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):

N/A

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.	N/A

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

N/A

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

Documentation	Files
Submit a completed Faculty Fact Sheet for the site program coordinator	N/A
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.	N/A

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

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

Currently, the program has one part-time faculty member, Susan (Sue) Mathews. Ms. Mathews is a certified Medical Technologist through ASCP, is certified as a paramedic, and is licensed as a registered nurse (RN). Ms. Mathews earned her MSN degree from CMU and brings a unique teaching perspective in our program. She remains current in MLT by performing a minimum of 36 hours in laboratory-related continuing education over the last three years. Ms. Matthews demonstrates teaching effectiveness as evidenced through students' evaluations, PC evaluations, and the DHS director's evaluation.

As a faculty member, Ms. Mathews supports the program by:
- Revising courses;
- Instructing students using approved course maps developed by the PC;
- Evaluating students' performance;
- Compiling assessment data;

Accompanying Documentation for Self-Study:

Documentation	Files
Submit didactic faculty fact sheets for each major didactic faculty member	
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.	(see the narrative statement at the bottom of the faculty fact sheet above)
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.*	Faculty Evaluation:  Student Evaluations: 
Representative sample of communication between the clinical liaison and the program director or designee.	Emails between PC and clinical liaisons: 

Standard VII.D: Program Administration – Advisory Committee

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

The advisory committee members include local laboratory directors, clinical liaisons, a clinical pathologist, and a faculty member from CMU's Department of Biology. At this time, the MLT program is unable to find additional laboratory professionals to become members of the committee. The roles and relationships of the advisory committee members are to:

1. Advise the MLT faculty in curriculum development particularly with respect to job expectations and MLT industry trends.
2. Recommend community-based resources who can inform program improvements.
3. Assist in students' job placements.
4. Assist in program evaluation.
5. Assist in program recruitment for both prospective students and prospective staff.
6. Serve as liaisons between area clinical laboratories and CMU's MLT program.

Accompanying Documentation for Self-Study:

Documentation	Files
Submit agendas and copies of the Advisory Committee minutes for the last three years.	Agendas and meeting minutes: 

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

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

N/A

Accompanying Documentation for Self-Study:

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

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):

N/A

Accompanying Documentation for Self-Study:

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

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 MLT program includes 75 credits which are completed over five semesters. Students begin the program in the fall semester and finish the program in two and one-half years. Students must complete a semester-long applied experience (internship) at an affiliated hospital in Colorado in their final semester. Required Essential Learning and prerequisite courses are completed prior to program enrollment.

Prerequisite courses include two anatomy and physiology courses with labs (BIOL209/L, BIOL210/L), chemistry with lab (CHEM121/L or CHEM131/L), college algebra (MATH113) and phlebotomy (MLTP101, MLTP102). The phlebotomy courses are waived for students entering the program with proof of current PBT (ASCP) certification. All prerequisite coursework needs to be completed prior to enrolling in the MLT program.

Students begin the MLT coursework during the fall semester of their second year. Students are enrolled in one ESSL (general education) course and introductory MLT courses (phlebotomy and immunology). Students must maintain concurrent enrollment for all MLT courses offered in a given semester and take courses in a specific sequence. The sequencing of courses allows for scaffolding of curricular content. During the spring semester of year two, students take MLT courses only. Students may use the summer of

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.	Standard VIII Matrices
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	Program Sheet
Submit a list of required prerequisite coursework.	Prerequisite list

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

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

The MLT program has scaffolded the course content so that students can develop and refine their skills as they move through the curriculum. The curriculum begins with courses where students focus on knowledge and comprehension of basic MLT concepts and procedures. Later courses provide students with opportunities to apply MLT concepts and procedures. By the time students enter the clinical laboratory setting, they should be able to demonstrate knowledge and skills expected of entry-level MLT professionals. Evidence of students' learning include both formative and summative assessments that are measured throughout the program.

Students are encouraged to use multiple methods of inquiry (e.g. observations, hands-on experiences, and analyses) to correlate and apply knowledge. The MLT program utilizes a variety of strategies (e.g. case studies, laboratory activities, discussions, reflective learning journals, professional in-services and seminars, clinical laboratory experiences) to facilitate learning. These learning strategies allow students to apply concepts and skills they have learned in the program.

Lectures using PowerPoint slides and Panopto voice recording are delivered online. Students also have access to paper copies of the PowerPoint presentation to use for notes. Students access recorded lectures at any time. Most students appreciate this because they can watch course lectures multiple times, an option that is not available in traditional classrooms. Supplemental learning materials [e.g. YouTube videos, external websites with simulation testing (e.g. PCR and ELISA)] are provided for additional learning experiences. Discussion topics are interspersed throughout MLT courses to stimulate students' critical thinking and problem-solving. Online class discussions also provide opportunities for students to learn to defend their opinions while interacting respectfully with their peers. Students have weekly study guides and quizzes. The quizzes are 80% new material and 20% old material to aid in students' content retention. The didactic courses have final cumulative exams.

Accompanying Documentation for Self-Study:

Documentation	Files
Document program policies regarding students performing procedures under qualified supervision (See Standards Compliance Guide for suggested documents):	Performing work with qualified supervision communications to clinical site and students. 

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

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

Students are evaluated throughout the program via direct and indirect measures. Direct measures include course assignments that reflect specific expected student learning outcomes (ESLOs). At the beginning of each course, students receive weekly course maps that include learning objectives for both the theory and lab. Course assignments (e.g. discussion board questions, exams) scheduled for each week reflect the extent to which students achieve the learning outcomes for that week. Students must pass a cumulative proctored exam at the conclusion of each course that evaluates whether or not ESLOs are achieved. For clinical laboratory courses, students must pass pre-lab study questions to demonstrate they are prepared for the lab sessions. During lab, students are evaluated on psychomotor skills and behavioral attributes. Course instructors give students feedback on strengths and areas for improvement (e.g. attendance, academics, or laboratory skills).

Evaluation of the student while they are in clinical laboratory settings occur in real-time and at the end of each clinical rotation. Real-time evaluations are completed by clinical liaisons using a student tracking tool. Liaisons' feedback is meant to allow students the opportunity to correct deficiencies in a timely manner. The evaluation also addresses professional attributes and technical competencies. Liaisons review evaluations with each student at the end of each clinical laboratory rotation before sending the evaluation to the PC. Any deficiencies on technical competency evaluations (failing grade) must be remediated. The final direct measure for students' evaluations is the national certification examination. Students' pass rates from each cohort are evaluated and compared with students' performances in the MLT program for

Accompanying Documentation for Self-Study:

Documentation	Files
Submit proof that evaluation systems relate to course content and support program competencies.	Example: Week 1 Immunology course map, assignment and quizzes
Submit proof that evaluation systems are employed frequently enough to provide students and faculty with timely indications of the students' academic standing and progress.	An example of an evaluation schedule for immunology. [Syllabus with course map and learning management screen shot]
Submit proof that evaluation systems serve as a reliable indicator of the effectiveness of instruction and course design.	Three-year BOC Immunology Scores

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

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

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

N/A

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.	N/A

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 program schedules	N/A

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	N/A

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

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

N/A

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):	N/A

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

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

N/A

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:	N/A

Documentation	Files
Submit policies and procedures for **student and** faculty evaluation. (See Standards Compliance Guide for suggested documents):	N/A
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.	N/A

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	N/A
Course goals	N/A
Measureable objectives in the cognitive, psychomotor, and affective domains	N/A
Evaluation systems that correlate with objectives	N/A