WICHITA STATE UNIVERSITY

Program Review Self-Study Template

Academic unit: <u>Medical Technology</u>

College: <u>Health Professions</u>

Date of last review <u>Fall 2009</u>

Date of last accreditation report (if relevant) <u>SP 2008</u>

List all degrees described in this report (add lines as necessary)

Degree <u>B.S. in Medical Technology</u> CIP* code <u>51.1005</u>

Degree _____ CIP code _____

Degree _____ CIP code _____

*To look up, go to: Classification of Instructional Programs Website, http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55

Faculty of the academic unit (add lines as necessary)

Name   Signature

<u>Jean Brickell, Chair and Associate Professor</u>   _____

<u>Maria Torres Pillot, Associate Professor</u>   _____

<u>Diana Cochran-Black, Assistant Professor (Associate status pending)</u>   _____

<u>Reitha Deiter, Instructor</u>   _____

<u>Stephanie Crawley, Clinical Educator (UP who teaches >50%)</u>   _____

_____   _____

_____   _____

_____   _____

_____   _____

_____   _____

Submitted by: <u>Jean Brickell, Chair and Associate Professor</u>   Date _____
          (name and title)

1. Departmental purpose and relationship to the University mission (refer to instructions in the WSU Program Review document for more information on completing this section).

a. University Mission:

Wichita State University is committed to providing comprehensive educational opportunities in an urban setting. Through teaching, scholarship and public service the University seeks to equip both students and the larger community with the educational and cultural tools they need to thrive in a complex world, and to achieve both individual responsibility in their own lives and effective citizenship in the local, national and global community.

b. Program Mission (if more than one program, list each mission):

The mission of the College of Health Profession is to provide a learning community dedicated to developing health care professionals by valuing students, integrating teaching, scholarship, practice and service, and partnering with the community. The mission of the Department is to support the college mission through dedication to the professional standards of Medical Technology/Medical Laboratory Science.

c. The role of the program (s) and relationship to the University mission: Explain in 1-2 concise paragraphs.

The Department of Medical Technology supports the University mission by:
- Equipping medical technology graduates with the skills necessary to grow and prosper in the dynamic environment of local, national and global healthcare communities.
- Collaborating with community partners to continue the education of clinical laboratory personnel.
- Advancing the field of medical technology through scholarly activity.

d. Has the mission of the Program (s) changed since last review?   ☐ Yes ☒ No
   i. If yes, describe in 1-2 concise paragraphs. If no, is there a need to change?

Provide an overall description of your program (s) including a list of the measurable goals and objectives of the program (s) (both programmatic and learner centered). Have they changed since the last review?
☐ Yes ☒ No

e. If yes, describe the changes in a concise manner.

The medical technology program is a 59 credit hour program which provides upper division courses for the baccalaureate degree at Wichita State University. The program may be used as a springboard to graduate level health profession education, but is most often used by students who are pursuing positions in the health care sector as medical laboratory personnel. The program prepares medical laboratory professionals broadly to perform in the dynamic environment of healthcare. More specifically, students are prepared to perform, develop, evaluate, correlate and assure accuracy and validity of laboratory information; direct and supervise clinical laboratory resources and operations; and collaborate in the diagnosis and treatment of patients. The program prepares medical laboratory professionals who have diverse and multi-level functions in the areas of analysis and clinical decision-making, information management, regulatory compliance, education and quality performance important wherever laboratory testing is researched, developed or performed. Graduates of the program, who seek medical laboratory employment, perform tests independently and collaboratively, and are

responsible for their own actions. Graduates have the requisite knowledge and skills to educate other laboratory professionals, other health care professionals, and others in the public. The program is cognizant of its role as part of Kansas' only urban serving university. Wichita has a very diverse ethnic population and the program represents this with an ethnic student enrollment averaging 20-30% per year and 20% ethnic minority faculty.

In terms of program goals, the medical technology program seeks to:

- Prepare students as competent medical technology professionals as defined by the program's local and regional community of interest and by National Board credentialing examination matrices.
- Prepare students who will assume leadership roles in the Medical Technology profession.
- Provide students with a relevant, current curriculum which addresses and meets the demands of the changing technology and practice in the profession.

In terms of learner-centered goals, the program seeks to provide students with the ability to:

- Comprehend, apply and evaluate information relevant to the role of a medical technologist
- Demonstrate technical proficiency   in all skills required to practice in the profession
- Solve complex problems related to accuracy and relevance of clinical laboratory information
- Demonstrate the ability to effectively communicate and interact with patients, physicians and other health professionals, in a manner consistent with employer standards

> **2. Describe the quality of the program as assessed by the strengths, productivity, and qualifications of the faculty in terms of SCH, majors, graduates and scholarly productivity (refer to instructions in the WSU Program Review document for more information on completing this section). Complete a separate table for each program if appropriate.**

Last 3 Years	Tenure/Tenure Track Faculty (Number)	Tenure/Tenure Track Faculty with Terminal Degree (Number)	Instructional FTE (#): TTF= Tenure/Tenure Track GTA=Grad teaching assist O=Other instructional FTE			Total SCH - Total SCH by FY from Su, Fl, Sp	Total Majors - From fall semester	Total Grads – by FY
			TTF	GTA	O			
Year 1→	4 (Fl 2007)	2 (Fl 2007)	4.0	0.0	1.0	2,722 (08)	50 (07)	19 (08)
Year 2→	3 (Fl 2008)	2 (Fl 2008)	3.8	0.0	1.0	1,483 (09)	62 (08)	17 (09)
Year 3→	3 (Fl 2009)	2 (Fl 2009)	3.0	0.0	1.0	1,666 (10)	70 (09)	23 (10)
Total Number Instructional (FTE) – TTF+GTA+O						SCH/ FTE	Majors/ FTE	Grads/ FTE
Year 1→					5.0	544	10.0	3.8
Year 2→					4.8	309	12.9	3.5
Year 3→					4.0	417	17.5	5.8

Scholarly Productivity	Number Journal Articles		Number Presentations		Number Conference Proceedings		Performances			Number of Exhibits		Creative Work		No. Books	No. Book Chaps.	No. Grants Awarded or Submitted	$ Grant Value
	Ref	Non-Ref	Ref	Non-Ref	Ref	Non-Ref	*	**	***	Juried	****	Juried	Non-Juried				
Year 1→CY08	2	0	3	0	0	0	0	0	0	0	0	0	0	0	1	0	0
Year 2→CY09	3	2	5	0	0	0	0	0	0	0	0	0	0	0	0	1	20,000
Year 3→CY10	1	0	3	0	0	0	0	0	0	0	0	0	0	0	0	1	6,000

* Winning by competitive audition. **Professional attainment (e.g., commercial recording). ***Principal role in a performance. ****Commissioned or included in a collection.   KBOR data minima for UG programs: Majors=25; Graduates=10; Faculty=3; KBOR data minima for master programs: Majors=20; Graduates=5; Faculty=3 additional; KBOR data minima for doctoral programs: Majors=5; Graduates=2; Faculty=2 additional.

Provide a brief assessment of the quality of the faculty/staff using the data from the table above. Programs should comment on details in regard to productivity of the faculty (i.e., some departments may have a few faculty producing the majority of the scholarship), efforts to recruit/retain faculty, departmental succession plans, course evaluation data, etc:

The department is staffed with four faculty positions and a half-time administrative support classified position. Three faculty members have 9-month appointments. The fourth faculty member, the chairperson, has a 12-month appointment with approximately 50% teaching and 50% administrative assignment. Faculty workload allocation has been, and will continue to be, adjusted to meet the needs of the department and college. The large teaching loads limit time for scholarship. Two faculty members, including the chairperson, hold terminal degrees and are tenured. Two faculty members hold master degrees; one of these individuals is on tenure-track. With the hiring of tenure-track faculty, some workloads have been adjusted to accommodate scholarship requirements for this effort. Scholarly activity consists primarily of publications, editorships and presentations.

Excellence in teaching is expected of all faculty and is well documented by 1) student evaluation of faculty/courses, 2) student performance on national certification examinations, 3) student performance in clinical practica as evaluated by clinical affiliate personnel and 4) employer surveys that indicate satisfaction with graduates. Both external and internal

outcome measures of teaching are used to evaluate faculty in their specialty areas of medical technology. During the clinical practica, outcome measures of the specialty areas of teaching are evaluated by internal comprehensive exams and external skills and affective evaluations by clinical affiliates. Teaching quality is also evaluated through the results of specialty sections of the American Society for Clinical Pathology credentialing exam following graduation from the program. The results of these outcome measures are given in the next section of this assessment and show positive outcome measures of teaching as evidenced by internal cumulative exams, external standardized exams of the American Society for Clinical Pathology and external evaluation student knowledge by clinical affiliates and employers of graduates of the medical technology program.

In addition, faculty members participate in scholarly activities and professional service. Faculty members contribute to knowledge of the field of medical technology through exploration of laboratory markers of usual and unusual patient presentations in the community. This scholarly activity adds color to teaching and helps to characterize the state of laboratory practice in healthcare. One faculty member also serves as manuscript reviewer for *Lab Medicine*, published through the American Society for Clinical Pathology. Faculty members serve in leadership roles for the Kansas Society of Clinical Science and are active participants in continuing education events provided by the Society.

The Medical Technology department meets the KBOR minima for majors and degrees for all years examined. SCH production for medical technology courses has steadily increased. The decrease in total SCH from year 1 (2007) to year 2 (2008) represents the movement of medical terminology courses from the medical technology teaching load to the CHP dean's office teaching load; total SCH were not decreased in the college. Medical terminology courses continue to be taught by the same person, who retired from the medical technology program and is on phased retirement in the college. Because of the laboratory focus of the program, faculty members teach 60 contact laboratory hours in addition to preparing for student laboratories. Given the high laboratory teaching load of the faculty, faculty quality in this department is largely measured through outcome measures of teaching.

3. **Academic Program: Analyze the quality of the program as assessed by its curriculum and impact on students. Complete this section for each program (if more than one). Attach program assessment plan (s) as an appendix (refer to instructions in the WSU Program Review document for more information).**

a. For undergraduate programs, compare ACT scores of the majors with the University as a whole.

Last 3 Years	Total Majors - From fall semester	ACT – Fall Semester (mean for those reporting)	
		Majors	All University Students - FT
Year 1→	50 (07)	21.3	22.7
Year 2→	62 (08)	22.2	22.9
Year 3→	70 (09)	23.3	23.0

KBOR data minima for UG programs: ACT≤20 will trigger program.

b. For graduate programs, compare graduate GPAs of the majors with University graduate GPAs.*

Last 3 Years	Total Admitted - By FY	Average GPA (Admitted) – Domestic Students Only (60 hr GPA for those with ≥54 hr reported) By FY		
		GPA of those Admitted	College GPA	University GPA
Year 1→	N/A			
Year 2→	N/A			
Year 3→	N/A			

*If your admission process uses another GPA calculation, revise table to suit program needs and enter your internally collected data.

c. Identify the principle learner outcomes (i.e., what skills does your Program expect students to graduate with). Provide aggregate data on how students are meeting those outcomes. Data should relate to the goals and objectives of the program as listed in 1e.

Learner Outcomes (most programs will have multiple outcomes)	Measurement (e.g., rubric, portfolios, rubrics, writing samples, exams)	Results
The student will demonstrate the ability to comprehend, apply and evaluate information relevant to the role of a medical technologist.	Comprehensive written examinations given during the clinical rotation semester (minimum grade of 70%) National Board Credentialing examination by the American Society for Clinical Pathology (each class shall have a mean score equal to or greater than the national minimum pass level) Employer and graduate surveys	Comprehensive Exams Year 1 (07-08) 100% Year 2 (08-09) 92% Year 3 (09-10) 96% pass rate Credentialing Exams: see 3d below
Students will demonstrate technical proficiency in all skills required to practice in the profession.	Clinical evaluations completed by clinical instructors at the end of the clinical rotations	Year 1 (07-08) 100% Year 2 (08-09) 92% Year 3 (09-10) 96%
Students will demonstrate the ability to effectively communicate and interact with patients, physicians and other health professionals, in a manner consistent with employer standards.	Affective ratings completed by clinical instructors at the end of each clinical rotation	Year 1 (07-08) 100% Year 2 (08-09) 100% Year 3 (09-10) 96%
New graduates will function as entry level Medical Technologists, requiring no more than the usual orientation time.	Employer graduate surveys	Yr 1 (07-08) Not done every year Yr 2 (08-09) Not done every year Yr 3 (09-10) 100%

d. Provide aggregate data on student majors satisfaction (e.g., exit surveys), capstone results, licensing or certification examination results, employer surveys or other such data that indicate student satisfaction with the program and whether students are learning the curriculum (for learner outcomes, data should relate to the goals and objectives of the program as listed in 1e).

Student Satisfaction (e.g., exit survey data on overall program satisfaction).* If available, report by year, for the last 3 years			Learner Outcomes (e.g., capstone, licensing/certification exam pass-rates) by year, for the last three years				
Year	N	Result (e.g., 4.5 on scale of 1-5, where 5 highest)	Year	N	Name of Exam	Program Result	National Comparison ±
1 (07-08)		Not Available	1 (08)	21	ASCP Board of Certification	80.9%	82%
2 (08-09)		4.44 on scale of 1-5, where 5 highest	2 (09)	19	ASCP Board of Certification	100%	75.8%
3 (09-10)		4.85 on scale of 1-5, where 5 highest	3 (10)	18	ASCP Board of Certification	88.9%	76.7%

*Available for graduate programs from the Graduate School Exit Survey. Undergraduate programs should collect internally. ± If available.

e. Provide aggregate data on how the goals of the *WSU General Education Program* and *KBOR 2020 Foundation Skills* are assessed in undergraduate programs (optional for graduate programs).

Goals/Skills Measurements of: -Oral and written communication -Numerical literacy -Critical thinking and problem solving -Collaboration and teamwork -Library research skills -Diversity and globalization	Results	
	Majors	Non-Majors
Not done as this is a new requirement		

Note: Not all programs evaluate every goal/skill. Programs may choose to use assessment rubrics for this purpose. Sample forms available at:
http://www.aacu.org/value/rubrics/

f. Provide a brief assessment of the overall quality of the academic program using the data from tables in 3a – 3e and other information you may collect, including outstanding student work (e.g., outstanding scholarship, inductions into honor organizations, publications, special awards, academic scholarships, student recruitment and retention). Also indicate whether the program is accredited by a specialty accrediting body including the next review date and concerns from the last review:

In 2007, the WSU medical technology program was awarded accreditation by the National Accrediting Agency for Clinical Laboratory Sciences for a period of seven years, the longest period of time given for accreditation. NAACLS site visitors noted no deficiencies or concerns during their site visit to the program.

Starting in 2009, applications for the medical technology program increased 25%. As admission becomes more competitive, the program admits higher quality students, evidenced by the noted increase in ACT scores for medical technology majors.

The curriculum of the medical technology program is evaluated through cognitive, psychomotor and affective domains. Cognitive outcome is measured through internal cumulative exams of didactic material presented throughout the

professional program. Cognitive outcome is also measured by the results of certification exams given by the American Society for Clinical Pathology. The results of these measures show greater than 90% cognitive comprehension of didactic material. WSU student scores were greater than national scores on the ASCP Board of Certification Examination for two out of three years with a 100% pass rate for one year under review. Psychomotor outcome is measured in the clinical setting during clinical practicum. Clinical instructors provided positive evaluation of students' abilities to function in a clinical laboratory effectively for greater than 90% of students evaluated. Clinical instructors also evaluate the affective domain, measuring the students' ability to communicate effectively with healthcare colleagues and patients. WSU students consistently rate highly on these measures. Finally, the effectiveness of medical technology graduates as healthcare professionals is evaluated through surveys of employers who hire medical technology graduates. Employers uniformly state that WSU medical technology graduates are effective healthcare professionals, appropriately solving complex problems and performing at the expected level for an entry level medical technologist.

Students in all three years under review have participated in activities of the Kansas Society of Clinical Laboratory Science. This participation provides opportunities for mentorship in leadership roles in the discipline. In the second year under review, students wrote a proposal and were funded for support to attend a Society meeting.

<table>
<tr><td colspan="2">4. Analyze the student need and employer demand for the program. Complete for each program if appropriate (refer to instructions in the WSU Program Review document for more information on completing this section).</td></tr>
</table>

Utilize the table below to provide data that demonstrates student need and demand for the program.

	Majors					Employment of Majors*						
Last 3 FYs – Su, Fl, and Sp	No. new appli-cants or declared majors	No. who enter or are admit-ted in the major	No. enroll-ed one year later	1 Year Attri-tion %	Total no. of grads	Average Salary	Employ-ment % In state	Employment % in the field	Employment: % related to the field	Employment: % outside the field	No. pursuing graduate or profes-sional educa-tion	Projected growth from BLS**
Year 1→	18	18	18	0%	19 (08)	N/A	N/A	N/A	N/A	N/A	1	Current year only
Year 2→	25	25	25	0%	17 (09)	$40,315	50%	100%	N/A	0%	0	↓
Year 3→	33	33	31	6%	23 (10)	^	^	^	^	^	^	14%

		Race/Ethnicity by Major***								Race/Ethnicity by Graduate***								
		NRA	H	AI/AN	A	B	NH/PI	C	MR	UNK	NRA	H	AI/AN	A	B	NH/PI	C	MR	UNK
Year 1→ (08)		3			5	1		20					1	3	2		13		
Year 2→ (09)		4			6	1		24						1	1		14		2
Year 3→ (10)		11	2		9	2		36					1	3			17		2

* May not be collected every year

** Go to the U.S. Bureau of Labor Statistics Website: http://www.bls.gov/oco/ and view job outlook data and salary information (if the Program has information available from professional associations or alumni surveys, enter that data)

*** NRA=Non-resident alien; H=Hispanic; AI/AN=American Indian/ Alaskan Native; A=Asian; B=Black; NH/PI=Native Hawaiian/Pacific Islander; C=Caucasian; MR=Multi-race; UNK=Unknown

^ Not surveyed yet

KBOR data minima for UG programs: Majors=25; Graduates=10; Faculty=3; KBOR data minima for master programs: Majors=20; Graduates=5; Faculty=3 additional; KBOR data minima for doctoral programs: Majors=5; Graduates=2; Faculty=2 additional.

Provide a brief assessment of student need and demand using the data from the table above. Include the most common types of positions, in terms of employment, graduates can expect to find:

Over 90% of Medical Technology graduates, who seek employment directly after graduation, find positions in clinics and hospitals in Kansas. Approximate 5% find employment in surrounding states and approximately 5% of graduates apply to medical school and health professions graduate programs. A survey of 2009 graduates revealed that 100% of graduates seeking employment found full time employment within six months. A survey by WSU Career Services in academic year 2009 showed that Medical Technology graduates make second highest entry level salaries of graduates of WSU undergraduate programs for those responding to the survey. The Bureau of Labor Statistics predicts a 14% job growth in this profession within the next 10 years.

As shown in the table above, total numbers of admissions and graduates continue to grow. The population of the program remains diverse, illustrated by the charts below (see table in item 4 for legend).
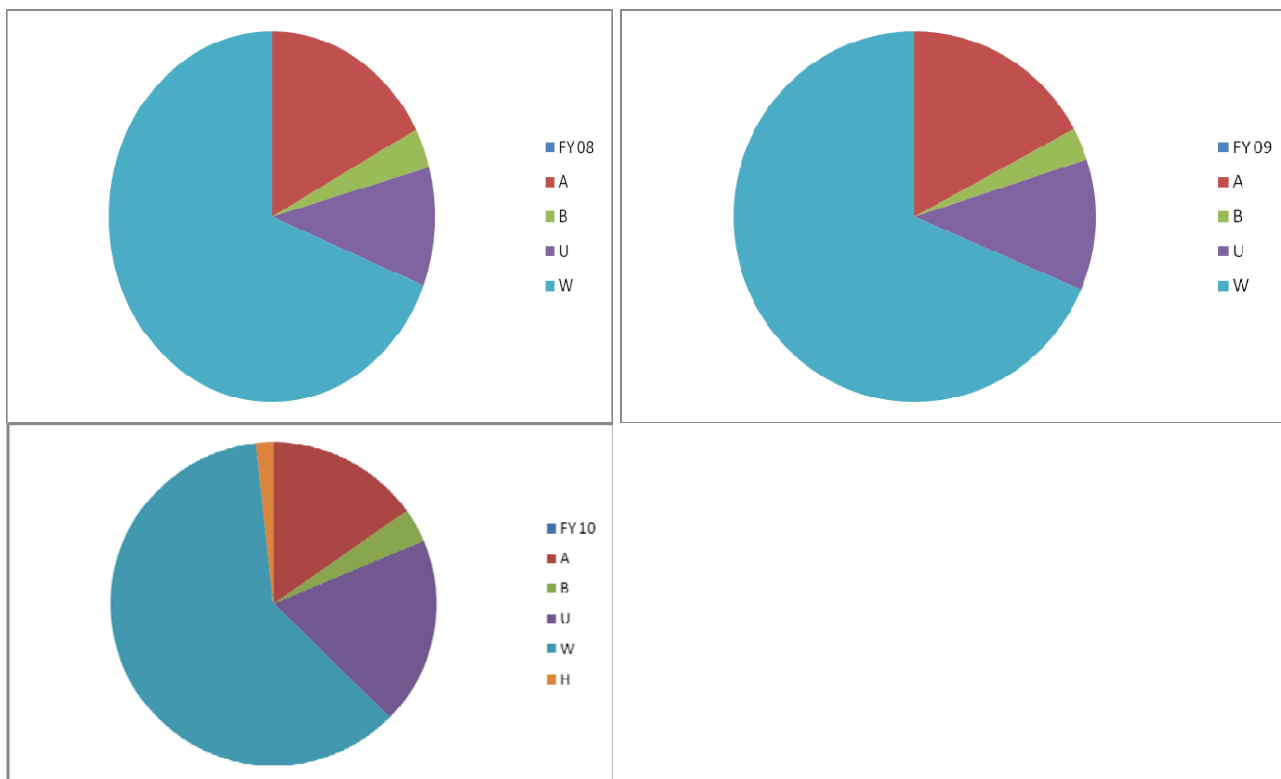
Overall, the Medical Technology curriculum meets the requirements of the discipline's accrediting agency, while responding to the needs of the community to educate skilled workers in a timely manner.

5. Analyze the cost of the program and service the Program provides to the discipline, other programs at the University, and beyond. Complete for each program if appropriate (refer to instructions in the WSU Program Review document for more information on completing this section).

Percentage of SCH Taken By (last 3 years)			
Fall Semester	Year 1 - 2007	Year 2 - 2008	Year 3 - 2009
UG Majors	34.7	91.7	90.4
Gr Majors	0.0	0.0	0.0
Non-Majors	65.3	8.3	9.6

a. Provide a brief assessment of the cost and service the Program provides. Comment on percentage of SCH taken by majors and non-majors, nature of Program in terms of the service it provides to other University programs, faculty service to the institution, and beyond.

The professional curriculum has entry points in January, June and August to meet the needs of students, clinical practica sites and prospective employers. Employers and students are pleased with the three entry/exit points because it provides graduates and potential employees throughout the year.

The program has twenty-one clinical affiliate sites in the Kansas communities of Salina, Hutchinson, Emporia, Garden City, and Topeka, as well as Aspen, CO, Tulsa and Enid, OK, and Portland, OR. All clinical practica have been reviewed by NAACLS and meet national standards. Rural and urban sites are recruited to provide a more comprehensive view of laboratory practice. In return, more healthcare facilities are introduced to potential employees.

 The medical technology program continually strives to meet the needs of both students and employers. The Medical Technology Advisory Board is an essential source of information about trends in the clinical laboratory community. The Board consists of representatives from all clinical affiliates of the program. Information provided by these employers of medical technology graduates is used to make changes to the curriculum in order that students are better prepared for clinical practica and entry level practice in healthcare.

The department's cost per credit hour for FY 2010 was $184/SCH. In comparison to other departments within the WSU College of Health Professions, Nursing was $241.00/SCH; CSD was $219/SCH; Physician Assistant was $208/SCH; Physical Therapy was $202.00/SCH; Dental Hygiene was $203/SCH and Public Health Sciences was $78/SCH.

The department continues to provide distance learning opportunities for pre-medical technology and other health professions students. The department has developed online courses that are needed as pre-requisites for health professions students. One online course was developed before this review period. Two online courses have been developed in this review period, Clinical Biochemistry and Molecular Diagnostics. The department is using educational software to increase the geographic boundaries of instruction.

Medical technology faculty members serve four university committees and are board members of medical technology professional organizations. Medical technology faculty members provide consultation to healthcare facilities in the Wichita area.

In 2008, teaching load for medical terminology courses was transferred to the college dean's office. The change in SCH ratio of majors to non-majors is largely due to that transfer.

6. **Report on the Program's goal (s) from the last review. List the goal (s), data that may have been collected to support the goal, and the outcome. Complete for each program if appropriate (refer to instructions in the WSU Program Review document for more information on completing this section).**

(For Last 3 FYs)	Goal (s)	Assessment Data Analyzed	Outcome
	Increase program size and numbers of applicants to meet the needs of the community and profession by continuing to add clinical sites.	Institutional research database	Number of applicants has increased 25%, the program has reorganized to accept 16 students in fall and spring and 5-6 in summer, 4 new clinical sites have been added
	Increase the number of credit hours produced by continuing to develop online and service courses.	Institutional research database and teaching load database	Three online pre-requisite courses are offered for pre-medical technology students. Enrollment in these courses has grown greater than 20% since inception. In addition, enrollment has grown among non-medical technology majors
	Increase faculty scholarly activity	Numbers of peer-reviewed articles published, number of presentations	Numbers of instances of scholarly activity has varied throughout the review period. With the loss of a faculty line, faculty members have increased teaching responsibilities.
	Develop a master degree option in Public Health by working with the newly reorganized department of Public Health Sciences.	Listing of degree programs	With the loss of one faculty line from the undergraduate program and no funds available for hire for faculty of a graduate program, the master degree program was not established.

7**. Summary and Recommendations**

a. Set forth a summary of the report including an overview evaluating the strengths and concerns. List recommendations for improvement of each Program (for departments with multiple programs) that have resulted from this report (relate recommendations back to information provided in any of the categories and to the goals and objectives of the program as listed in 1e). Identify three year goal (s) for the Program to be accomplished in time for the next review.

Provide assessment here:

The main focus of the medical technology department in the review period has been increasing admissions to the undergraduate program. Faculty resources have been directed toward this goal: adjusting teaching assignments, increasing student laboratory capability and expanding clinical affiliate sites. The loss of a faculty line has made the department more efficient but has decreased time available for scholarly activity. Recent reduction in operating expenses has also increased efficiencies in the department. While these efficiencies are beneficial to the educational program, preparation and implementation of hybrid technology/traditional teaching and use of simulation exercises have been time-consuming. The department has met these challenges while maintaining or exceeding quality of coursework.

The staff member of the department has been instrumental in collaborating with other departments within the college to meet the challenges of the Reduce-Reshape-Rebuild initiative. Medical technology supports the university initiative

to provide collaboration among administrative functions. The department shares its administrative staff position with the nursing department.

The department will continue to respond to the needs of the healthcare community and seek better ways to perform its function. The following outline provides a list of strengths, weaknesses, and plans for the upcoming three years.

Strengths:
1. Strong community support. Community laboratory professionals serve on the advisory board, give guest lectures and freely give many hours as clinical mentors. Community healthcare facilities have donated laboratory materials and equipment for use in student laboratories.
2. Students. The department enjoys a positive reputation in the larger Kansas community which attracts increasingly more and brighter students.
3. Cooperative, experienced, multi-faceted faculty who have the ability to meet many challenges
4. Strong curriculum as evidenced by external exams scores and clinical affiliate evaluations

Weaknesses:
1. The department serves a narrow healthcare need. Community clinical laboratories are staffed by diverse personnel with a variety of skill sets.
2. Although progress has been made, the department is still dependent on expensive equipment and reagents
3. The department is not formally assessing the effects of the *WSU General Education Program* and *KBOR 2020 Foundation Skills* on retention and success in the Medical Technology undergraduate program.

Plan/Goals – (To be met prior to AY 2014/2015):
1. Increase 2010 enrollment by 25% by developing specialty tracks within the Medical Technology degree.
2. Develop additional laboratory simulations to reduce the cost of laboratory equipment and reagents.
3. Identify additional pre-requisite courses which can be offered by department faculty as online courses.
4. Develop and implement a plan to evaluate the *WSU General Education Program* and *KBOR 2020 Foundation Skills* for retention and success of Medical Technology undergraduate students.