



CPRC News



A Cytotechnology Programs Review Committee Publication for Cytotechnology Programs

February 2009

Did you know....?

- The **Geraldine Colby Zeiler Award** is available for students enrolled in cytotechnology programs. Applications and references are available on the ASC Web site under Awards (www.cytopathology.org), or by contacting JoAnn Jenkins (awards@cytopathology.org). Applications will be accepted until June 1, 2009.
- **Call for Abstracts!** Planning for the 57th Annual Scientific Meeting is well under way, and online submission of abstracts is now open on the ASC Web site. Encourage your students to submit abstracts for consideration by the Scientific Program Committee for a poster or platform.
- **The ASC Foundation will begin accepting applications for the following Grants and Scholarships starting April 1, 2009, with a deadline of September 1, 2009. Applications will be accepted only on the ASC Web site: www.cytopathology.org. For questions regarding submission of your application, please contact the ASC National Office at (302) 429-8802 or asc@cytopathology.org.**
 - **ASC Foundation Cytotechnologist Scholarship:** The ASC Foundation will award \$2,000 each to five qualified cytotechnologists, who are ASC members and in their first two years of practice, to attend the ASC Annual Scientific Meeting. Many of you have exceptional graduates who qualify for this scholarship, and you are encouraged to share this opportunity with your recent graduates.

Congratulations to recipients of the 2008 Scholarship, who will attend the ASC Annual Scientific Meeting in Denver, Colorado!

- **Xiaoyu Ding, M.S., CT(ASCP)** graduated from the University of North Carolina at Chapel Hill Cytotechnology Program and works at Southeastern Pathology Associates in Brunswick, Georgia.
 - **Angelean L. Etzel, CT(ASCP)** graduated from Marshfield Clinic Cytotechnology Program in Marshfield, Wisconsin and works at the University of Wisconsin Hospital and Clinics in Madison, Wisconsin.
 - **Katherine B. Mycek, CT(ASCP)** graduated from Fletcher Allen Health Care School of Cytotechnology in Burlington, Vermont and works at University of Michigan Hospital in Ann Arbor, Michigan.
 - **Handy Oen, CT(ASCP)** graduated from Memorial Sloan Kettering Cancer Center School of Cytotechnology in New York, New York and works at Mount Sinai School of Medicine in New York.
 - **Sara A. Olson, CT(ASCP)** graduated from Wisconsin State Laboratory of Hygiene School of Cytotechnology in Madison, Wisconsin and works at Northwestern Memorial Hospital in Chicago, Illinois
- **"NEW" Cytotechnology Molecular Training Program Educational Scholarship**
The ASC Foundation will award \$2,000 each to five qualified cytotechnologists, to attend a molecular diagnostic training program. This scholarship, based on need and merit, will defray registration, travel and hotel costs. The goal of this grant is to create a workforce

with a multi-disciplinary skill set for cancer screening, detection, and prognostication and prepare the next generation of cytotechnologists for the future of cytopathology.

- **“NEW” Educational Grant for Molecular Teaching Module**
The ASC Foundation will award qualified cytotechnology programs an educational grant up to \$3,000 to implement a molecular testing teaching module in their current cytotechnology training programs. There is a growing expectation that new cytotechnology graduates have been trained to perform these tests since many cytology laboratories nationally are performing HPV and other molecular tests. This grant would enable cytotechnology training programs to add molecular testing to their curriculum to meet this expectation and increase the value and marketability of their graduates.

- **Upcoming Meetings:**

- **ASCT Annual Meeting**, April 17-19, 2009 in St. Petersburg, Florida (www.asct.com)
 - **NEW!! ASC-ASCT Cytotechnology Educators Forum**, April 19, 2009 – look for details in the coming week!
 - **ASC 57th Annual Scientific Meeting**, November 13-17, 2009 in Denver, Colorado
- **2008 Annual Data Survey** will be circulated to Program Directors in late March/early April with a submission date by May 15th.
 - **Don't forget! Graduate Surveys and Employer Surveys** should be distributed to last year's graduates and their employers about four to six months after graduation. These CPRC surveys and other accreditation and informational resources can be found on the Cytotechnology page of the CAAHEP Web site:
http://www.caahep.org/Committees_on_Accreditation.aspx?ID=CYTO.
 - **Assessing Program Goals and Learning Domains:** Make sure you scroll down to page 6 of this issue of the **CPRC News** to review the “primer” for evaluating program goals and learning domains.
 - **Correction:** The handout from the 2008 CPRC Program Faculty Seminar (PFS) presentation contained an error in enrollment data. Enrollment data was intended to be pertinent for the Class of 2007 as collected from program directors in the Annual Data Survey. The pertinent slide has been updated to reflect the correct data. We apologize for the confusion. A corrected version of this presentation is available on the ASC and CAAHEP Web sites

Cytotechnology Programs receiving seven-year, continuing accreditation are commended for achieving “milestones of excellence.” Congratulations to Cytotechnology Programs achieving “milestones of excellence” in 2008!

*Mayo School of Health Sciences Cytotechnology Program, Rochester, Minnesota
University of Utah Cytotechnology Program, Salt Lake City, Utah
University of Wisconsin-Milwaukee ACL School of Cytology, Milwaukee, Wisconsin*



Notes from the CPRC Chair

Maria A. Friedlander, M.P.A., CT(ASCP)

Change... We start off 2009 with a new president and a new era in our country's history. Cytology is not without its fair share of imminent change. This change can be proactive or it can happen without our control by the forces that surround us. The choice is ours and the pathway difficult.

In 2009, the CPRC will be an active participant in changes that will affect cytology education. Some of these projects are outlined below and we will continue to share our knowledge of cytology education and accreditation in these endeavors. We will solicit your input and feedback on these activities and share the extent of our participation and progress with you.

Standards and Guidelines Revision

The Standards revision has begun. The CPRC is finalizing the first draft to be shared with programs and all communities of interest in the next few weeks. Some of the changes include a new requirement of sponsoring institutions to maintain and provide upon request, current and consistent information about student/graduate achievement that includes the results of one or more of the outcomes assessments required in the Standards. The CPRC is also re-assessing qualifications for program faculty as well as guidelines for continuing education. Feedback from all communities of interest will be solicited and revisions will be made based on the extent of the comments received. All programs will be given an opportunity to comment on any proposed revisions prior to the CPRC submitting final version to CAAHEP.

Entry-Level Competencies Revision

Upon completion of the Standards revision, the CPRC will commence revision of the Entry-level Competencies compendium document that outlines the curriculum for cytotechnology. As discussed previously, CAAHEP is strongly encouraging Committees of Accreditation (CoAs) to include emergency preparedness in the curriculum, as appropriate to each CoA profession. It is possible that recommendations from ad-hoc committees engaged in defining the future of the cytology profession may additionally recommend changes to current curricular items in order for programs to sufficiently train cytotechnologists for the evolving demands in the cytopathology laboratory. The process will most likely be long and difficult but a necessary element in sustaining the cytotechnologist professional.

CPRC involvement in ASC Ad-hoc Committees

Aside from standard CPRC work, members of the CPRC are additionally involved as members in ASC ad hoc committees whose charges impact cytology education. The Resources and Recruitment Committee is charged with assisting cytology training programs in identifying resources to assist with recruitment. Recently, CPRC members have been asked to serve on the Multidisciplinary Steering Committee whose focus is assisting the ASC in defining future strategies and direction for the profession. The CPRC will provide input from the perspective of cytology education and accreditation.

CAAHEP Joins CCCLW

Last November at the Program Faculty Seminar (PFS), Bill Crabtree, ASC Executive Board Cytotechnologist Member, communicated ASC's active participation in the Coordinating Council on the Clinical Laboratory Workforce (CCCLW). The CCCLW ensued as a result of a summit that was held in June 2000. The summit was organized by the American Society for Clinical Laboratory Science (ASCLS) to address the growing clinical laboratory personnel shortage and to share and coordinate the efforts of all the participating organizations via a collaborative, ongoing effort. The CPRC is happy to announce that CAAHEP has recently become a member of the CCCLW and that the CAAHEP representative is our very own CPRC ASC Commissioner and CAAHEP Board Member, Nancy Smith. We are fortunate to have three cytotechnologists represented in CCCLW to communicate the concerns of our profession. The other cytotechnology organization represented on CCCLW is ASCT.



2008 CPRC Educators Round-Table Forum

Robert Goulart, M.D., Don Simpson, Ph.D., CT(ASCP)^{CM} and Maria Friedlander, M.P.A., CT(ASCP)

We would like to take this opportunity to thank all who prepared and participated in the CPRC Round-Table Forum, held during the ASC's most recent Program Faculty Seminar. Face-to-face discussions of this type are not only useful for presenters and moderators to personally address questions and concerns, but also allow for your CPRC members to gain further insight to the daily issues faced by you, the program educators, and how these issues relate to the accreditation process. Open discussion is typically a fruitful and efficient mode of communication and sharing of ideas and data, and this was confirmed by the positive feedback of forum participants. As such, a host of accreditation-related topics were actively discussed, to include:

- Tell Me More About the Electronic Self-study and the Site Visit.
- How and Why Do I Have to Complete All those CPRC Forms and Surveys?
- Outcomes Assessment - What Does it Mean When My Program Doesn't Meet the Thresholds?
- I Have My Advisory Committee Together, But Now What?
- What Do New Educators Need to Know About Accreditation?

Pertinent questions were asked, experiences were shared, and opinions, suggestions and feedback were readily offered. Examples of active conversations included the evaluation and "surfing" of the electronic Self-Study Report and Document Appendix; the importance, benefits and specifics of the available accreditation agencies; and the timetables and components of the program review, site visit (to include cost), and accreditation recommendations made by the committee. In regard to outcomes assessment, methods for programs to analyze (and subsequently act upon) this data were presented and discussed, with a specific suggestion to capture a wider breath of allied health job positions, such as those which primarily involve molecular testing. Most notable to us was just how many "points" of view and information can come forth from a "round" table discussion.

The Committee hopes that both new and experienced educators found the session to be not only informative, but enjoyable as well. We appreciate the feedback offered and look to incorporate suggestions, such as adopting more formally presented individual table summaries, into our next such endeavor with you.

As we had anticipated, the fact that attendees could not participate in all five table discussions, and additionally that not all educators would have the ability to attend the forum, the CPRC developed a handout to include accreditation discussion points, with the supporting data, information, and honest answers. This handout was distributed at the session, and we have posted it on the ASC Web site and the Cytotechnology page of CAAHEP's Web site as well, for your information and personal files. If you have accreditation questions not addressed in this handout, or if further clarification is needed, please do not hesitate to contact a CPRC member and/or Deb MacIntyre. Furthermore, if you feel your program has a "best practice" that has been very successful for you, forward those as well as they might be an aid to a colleague struggling with a similar issue.

We trust you found the session to be a useful one and have found (or will find) the handout informative, and look forward as a committee to the opportunity to sitting down with you again soon. Stay tuned!

ASC Web site link: <http://www.cytotechnology.org/website/article.asp?id=1734>

CAAHEP Web site link: http://www.caahep.org/Committees_on_Accreditation.aspx?ID=CYTO

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## **Third-Party Recognition ED and CHEA**

*Kathleen Megivern, J.D., Executive Director, CAAHEP*

Even though it has been nearly eleven years since CAAHEP voluntarily dropped its recognition by the US Department of Education (ED), there continues to be confusion about what that recognition (or the absence of that recognition) really means.

Ever since the 1992 amendments to the Higher Education Act, recognition by the Secretary of Education has had a fairly limited purpose. In that round of reauthorization, Congress was very concerned about high default rates on student loans and so, they decided to make accrediting bodies responsible for trying to assure the financial viability of the institutions and programs they accredited. They made accrediting agencies the “gatekeepers” for an institution’s eligibility for federal student financial assistance.

As CAAHEP’s programs moved more and more into traditional academic settings (i.e., into community colleges and universities rather than being hospital-based), increasingly our programs were in institutions that had regional or national accreditation and those accreditors were already serving as the “gatekeeper.” Thus, by 1998, only a handful of the nearly 2,000 CAAHEP-accredited programs were using CAAHEP as their gatekeeper and we were very close to losing our eligibility for Department of Education recognition. This had nothing to do with the quality of our process or with our credibility as an accrediting body. Since the Department had never really understood CAAHEP’s complicated structure and we had been forced to spend countless hours trying to pound our “square peg” into their “round hole,” the time had come to simply let the recognition drop. CAAHEP isn’t the only accreditor to reach that conclusion. In fact, a couple of years later, NAACLS also dropped its ED recognition. Others, such as the Commission on Opticianry Accreditation, lost their eligibility for ED recognition because they were no longer gatekeepers.

Just as CAAHEP was reaching this decision, a fledgling organization called CHEA (the Council for Higher Education Accreditation) had been formed to provide a non-governmental recognition function. The CHEA criteria for recognition focused much more on quality issues than the highly-prescriptive ED criteria did. Because the CAAHEP Board was deeply committed to the importance of “third party recognition,” that is, being accountable to a body outside of ourselves, CAAHEP was in the first “class” of accrediting agencies to become recognized by CHEA.

Now it is 2009 and we have come through another highly contentious round of reauthorization of the Higher Education Act. Thanks to Education Secretary Margaret Spellings and her Commission on the Future of Higher Education, there was a lot of public criticism of accreditation and several efforts to impose even more prescriptive requirements on the agencies recognized by ED. For the most part, the accreditation community “beat back” those efforts. But a lot of folks, including the leadership of CHEA, believe that some fundamental changes must be made if our system of non-governmental accreditation is to survive. In response to this concern, CHEA developed an “initiative” that calls for a dialogue about how we can strengthen public confidence and trust in accreditation and how we can avoid further intrusion by the federal government. Unfortunately, the “options” listed in the CHEA Initiative (like, for instance, that the federal government get out of the business completely and CHEA would become the ONLY recognition body) have become extremely controversial and the whole effort may fall apart.

Stay tuned, there will be much to report in the coming months.



### **Outcomes Assessment:**

#### ***A Primer for Evaluating Program Goals and Learning Domains***

*Donald D. Simpson, Ph.D., M.P.H., CT(ASCP)<sup>CM</sup> and Robert A. Goulart, M.D.*

In November 2008 the Cytotechnology Programs Review Committee (CPRC) led round-table discussions for Cytotechnology educators attending the Program Faculty Seminar (PFS) at the annual meeting of the American Society of Cytopathology (ASC) in Orlando, Florida. During this session, a productive exchange occurred and participants voiced concerns about what information – and the level

of detail – to include in the Annual Data Survey. Discussions about assessing program goals and how outcomes indicate the status of a program took place. The purpose of this article is to provide insight to the assessment of program goals and learning domains, and also raise awareness of the inter-relationship that exists between teaching, learning, outcomes, and assessment. Though the approach to assessing effectiveness of a cytotechnology program is not a “one-size-fits-all” activity, the tools of assessment are both universal and neutral.

Since its inception, accreditation focused on evaluation of the educational process; meaning, institutions were evaluated based on what they were teaching. However, the evaluation of what was being taught did not measure how effective the educational programs were in producing graduates who were prepared for their professional responsibilities. During the past decades, accrediting bodies have embraced the concept of assessing educational outcomes; meaning, institutions are being asked to describe and document what their students have learned. It is no longer sufficient that subject matter has been presented (or taught) in a course. What is of importance is whether the students have learned that subject matter. Demonstrating that students have learned what has been taught is part of what entitles institutions to the confidence of the educational community and the public.

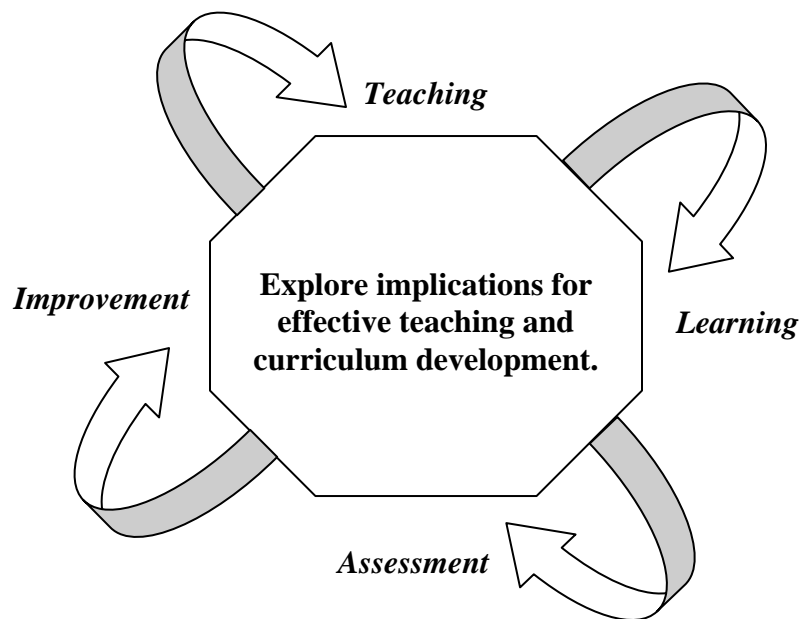
Teaching and learning are centrally important to cytotechnology education. Therefore, each program will need to address the following three questions:

1. What should students learn?
2. How well are they learning it?
3. How does the program know?

Teaching, learning and outcomes can be viewed as a cyclical process in which each influences the other. Teaching influences learning; learning influences outcomes; and assessment of outcomes is used to influence teaching – and ultimately, learning. This inter-relationship, presented below in **Figure 1** as a cyclical loop, illustrates the essential utility of outcomes assessment.

**Figure 1:** Approach to Outcomes Assessment

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Cytotechnology programs with ongoing outcomes assessment mechanisms in place understand that assessment takes place at many different levels, and they develop an overall plan that addresses the various levels or perspectives of concern. The appropriateness of any evaluation procedure depends on the nature of the institution, school or program, and the specific goals and objectives for educational excellence, service and scholarly activity.

The CPRC prescribes no specific set of procedures for use by programs and recognizes that meaningful evaluation of educational effectiveness will usually require the use of a variety of assessment methods. However, it is expected that each program demonstrate that graduates have achieved the competencies necessary to practice cytotechnology. In this context, competencies are written statements describing the levels of knowledge, skills, functions, procedures, patient-care services, and values expected of graduates. The current outcomes identified in the Standards, and associated threshold levels are presented in **Table 1** below.

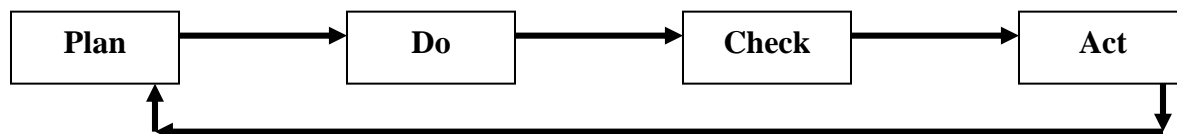
**Table 1:** Current Outcomes and Associated Threshold Levels

| <b>Outcome</b>                           | <b>*Threshold</b> |
|------------------------------------------|-------------------|
| <b>Student retention/graduation rate</b> | <b>80%</b>        |
| <b>Job (positive) placement</b>          | <b>75%</b>        |
| <b>Registry pass rate</b>                | <b>80%</b>        |
| <b>Graduate survey return rate</b>       | <b>50%</b>        |
| <b>Employer survey return rate</b>       | <b>50%</b>        |
| <b>Graduate survey satisfaction rate</b> | <b>80%</b>        |
| <b>Employer survey satisfaction rate</b> | <b>80%</b>        |

**\*Thresholds are evaluated over three-year rolling averages.**

The CPRC is committed to continuous quality improvement through the use of a formal and ongoing planning and assessment process. Each cytotechnology program must have wide latitude in order to develop outcomes assessment procedures consistent with program specific goals and objectives. A successful outcomes assessment process will be consistent with the aspects of continuous quality improvement. The four quality improvement concepts in the context of an assessment loop are presented below in **Figure 2** as a framework that constitutes the core of a well-planned assessment process.

**Figure 2:** Suggested Assessment Steps



**Plan** (statement of program mission, goals, and competencies):

1. Review mission statements, course goals and objectives, Standards and Guidelines, and all other relevant documents.
2. Develop ongoing systematic and coordinated plans of assessment.
3. Select assessment methods that are appropriate to the level of focus and based on your previous review of mission, goals and objectives, standards and guidelines, and other relevant documentation.

**Do** (data gathering activities):

4. Collect data in an ongoing and systematic manner.

**Check** (analysis of data):

5. Analyze the data collected.

**Act** (documentation of changes):

6. Identify corrective measures and implement them in order to strengthen the program.
7. Review your assessment plans, revise as required, and continue the cyclical process.

Step seven closes the assessment loop and therefore could be included in either the fourth category "Act" or in the first category "Plan" as the assessment cycle continues.

Data collected and used in planning and decision-making activities assists greatly in the accreditation review process. By focusing on results of the educational process (in addition to the process itself), programs can successfully treat assessment as an ongoing course of action that has value apart from accreditation by effectively utilizing trend data and results that can be cycled back into the planning process.

The following is a list of examples of program outcomes, and is for illustration purposes only. Each program is expected to determine appropriateness and applicability as part of the assessment process. There are four categories of outcomes to consider. The first three categories of outcomes listed below are usually assessed through competency testing or opinion questionnaires. The fourth category of outcomes frequently utilizes many different measures, including existing sources of data.

1. Knowledge: Understanding of general or specific facts, processes, theories and methodologies.
2. Skills: Attainment of academic, communication, leadership, interpersonal, vocational and other types of skills.
3. Values and beliefs: Development of appropriate affective characteristics.
4. Relationship and behavioral measures: Development of a particular status or relationship with an external body.
  - a. Number of graduates in specified employment setting (including further education).
  - b. Occupation of graduates.
  - c. Average length of time to degree
  - d. Proportion of graduates passing exams on first attempt (i.e., Board of Registry Examination).
  - e. State and regional board examinations (i.e., mean score of graduates, failure rates)
  - f. Licensure requirements.
  - g. Year-to-year retention of students in the program.
  - h. Academic delinquency rates.
  - i. Students who leave the program (i.e., attrition or withdrawal rates):
    - i. Proportion leaving with skills.
    - ii. Proportion leaving without skills.
  - j. Satisfaction:
    - i. Alumni follow-up.
    - ii. Employer follow-up.
  - k. Average credit hours earned in major field of study.
  - l. Grade distribution.
  - m. Number and dollar amount of research grants or contracts applied for and/or received.
  - n. Student membership status in professional societies.
  - o. Honors and awards.

In addition to standardizes surveys provided by the CPRC for all programs to use, programs may find some of the following examples of ways to gather additional information useful as they evaluate their instructional programs.

1. Peer evaluation of your educational program (i.e., from within and outside of the Cytotechnology profession).
2. Structured interviews with students, graduates and employers.
3. Changes in students' values as measured by standard instruments or self-reported behavior patterns; pre- and post-testing of students' attitudes or values.
4. Surveys of recent graduates and employers of graduates.
5. Students' scores on standardized examinations or locally constructed examinations.
6. Performance of graduates in graduate school.
7. Performance on in-training examinations and specialty – or additional – board examinations (i.e., SCT, MT, or MP).
8. Performance on certifying examinations or completion of additional programs of study.

9. Performance of graduates of professional programs on licensure examinations or requirements.
10. Placement of graduates in positions related to their field of preparation.

Some of these categories of data are already routinely collected by programs. The specific usefulness of such data, however, must be determined by the program in relationship to the standards for Cytotechnology, and the program's identified goals and objectives, and comprehensive assessment plans.

It is the CPRC's hope that the process described here will be useful to all programs and can be a source of encouragement rather than one of frustration. In short, perhaps the best advice that one can heed in terms of outcomes assessment is to plan the work and then work the plan.

***Additional resources:***

Learning Through Assessment: A Resource Guide for Higher Education.  
[www.aahea.org](http://www.aahea.org)

Assessment Update: Progress, Trends and Practices in Higher Education. [www.josseybass.com](http://www.josseybass.com)

Assessment Essentials: Planning, Implementing, and Improving Assessment in Higher Education  
[www.josseybass.com](http://www.josseybass.com)

Common Language for Postsecondary Accreditation: Categories and Definitions for Data Collection.  
[www.nchems.org](http://www.nchems.org)

Accreditation of Higher Education Institutions: An Overview, 2007 Edition.  
[www.ncahlc.org](http://www.ncahlc.org)

How to Focus an Evaluation.  
[www.sagepub.com](http://www.sagepub.com)

How to Assess Program Implementation.  
[www.sagepub.com](http://www.sagepub.com)

Measuring Program Outcomes: A Practical Approach.  
[www.unitedway.org/outcomes/resources/mpo](http://www.unitedway.org/outcomes/resources/mpo)

Outcome-Based Evaluations.  
[www.amazon.com](http://www.amazon.com)



***Cytotechnology Education Salary Survey Results – Finally!***

*Results of this survey have finally been compiled – thank you for your patience and for participating in this survey in late 2007 and early 2008. Also, thanks to Joe Walker, Education Coordinator of the Cytotechnology Program at Albany College of Pharmacy, for hosting this survey on Survey Monkey. There were 36 respondents from Program Directors or Education Coordinators of Cytotechnology Programs.*

Of 36 respondents, 41.7% were Program Directors/Education Coordinators, 30.5% were Program Directors and 27.8% were Education Coordinators.

***How many years have you been in this position? (35 respondents)***

- The highest percentage was in the 1 to 5 year range, with 13 individuals at 37%.
- This was followed by 12 individuals in the 6 to 15 year range at 34%.
- Ten individuals have been in their positions for more than 20 years or 29% of respondents, which includes 4 over 35 years in this position.

***How many years of experience in cytology? (35 respondents)***

- The smallest percentage of respondents had less than 10 years experience with 5 individuals at 14.3%.
- There were 12 individuals with 11-24 years of experience or 34.3%.
- The greatest percentage of respondents had 25 years or more experience with 18 individuals or 51.4%.
- Those closest to retirement, with 30 years or more experience, account for 3 individuals or 8.6%.

***How many years of teaching experience? (35 respondents)***

- Those with 16, 25 and 34 years of teaching experience each had the highest percentage of respondents at 8.6%.
- Those with less than 10 years of experience: 7 at 20%
- Those with 11 to 20 years of experience: 14 or 40%
- Those with 25 years or more experience: 13 or 37%

***What is your highest degree? (35 respondents)***

- Bachelor of Science: 16 at 45.7%
- Masters: 12 at 34.3%
- Ph.D.: 7 at 20%

***What is your certification? (34 respondents)***

- CT: 13 at 38.2%
- SCT: 21 at 61.8%

***What is your approximate annual salary? (Overall averages for 36 respondents)***

*All Program Directors have additional duties, i.e. Education Coordinator, lab supervisor, faculty, etc.*

- Program Directors with 10 or less years in position: \$74,500
- Program Directors with 11-20 years in position: \$74,312
- Program Directors with more than 20 years in position: \$84,600

Education Coordinators *only* with up to 10 years of experience: \$67,500

*Results below are for salaries for Program Directors and are divided into four regions with states listed where programs are located.*

**Region I, 8 programs in California, Utah, North Dakota, Texas, Kansas, Nebraska:  
\$85,500**

**Region II**, 10 programs in Minnesota, Wisconsin, Iowa, Missouri, Arkansas, Mississippi, Tennessee, Louisiana: **\$80,500**

**Region III**, 11 programs in Michigan, Indiana, Ohio, West Virginia, Virginia, North Carolina, South Carolina, Alabama, Puerto Rico: **\$65,125**

**Region IV**, 11 programs in Vermont, Massachusetts, Rhode Island, New York, Pennsylvania, New Jersey, Maryland: **\$81,972**



**Resources for Program Directors** – Did you know that many can be found on the CAAHEP Web page for Cytotechnology – Standards & Guidelines, graduate and employer surveys, electronic Self-Study Report template, CPRC member roster, recent issues of the **CPRC News**, and much more. Check it out!



<http://www.caahep.org>



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