De Anza College

Instructional Annual Program Review 2021-2022

**Instructions**: The first column is section and question number, followed by ask without explanation The third column fully describes the information that the IPBT is requesting. The blank column is where you will type your response. Save program review as a Word document. This is the document you will send to your Dean. It will be posted on the De Anza website in pdf format.

In addition to this document, please also submit to your Dean the Resource Request spreadsheet making sure facilities requests are on “Facilities” tab and large-ticket items are on Large-ticket Items” tab.

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Information Requested** | **Explanation of Information Requested.**  | **Enter your answers here** |
|  | Department Name: |  | Health Technologies |
|  | Program Mission Statement: | How does your program mission statement relate to the mission of De Anza College and our Institutional Core Competencies”? (<https://www.deanza.edu/about-us/mission-and-values.html> ).  | Our department helps our students to achieve a valuable place in our local and global community. We serve a widely diverse student population including career oriented students, lifelong learners, and those who choose our program to enrich their own knowledge base. Students are thought how to Critically Think and how to communicate and express themselves to be successful in the Medical Field. |
| I.A.1 | What is the Primary Focus of Your Program? | Choose from General Education, Transfer. Career/Technical, Learning Resources/Academic Services, personal enrichment or N/A | Career/Technical  |
| I.A.2 | Choose a Secondary Focus of Your Program. | Choose from General Education, Transfer. Career/Technical, Learning Resources/Academic Services, personal enrichment or N/A | Transfer |
| I.B.1 | # Certificates of Achievement Awarded | State the number of Certificates of Achievement awarded during the 2020-21 academic year. Please refer to: <https://www.deanza.edu/ir/AwardsbyDivision.html> . If you do not offer Certificates of Achievement please state “none offered”. | 52 |
| I.B.2 | # Certificates of Achievement-Advanced Awarded: | State the number of Certificates of Achievement - Advanced awarded during 2020-21 academic year. Please refer to<https://www.deanza.edu/ir/AwardsbyDivision.html> If you do not offer Certificates of Achievement” please state “none offered”. | 8 |
| I.B.3 | # ADTs (Associates Degrees for Transfer) Awarded | State the number of Associate Degree Transfer awarded by you department during the 2020-21 academic year. Please refer to <https://www.deanza.edu/ir/AwardsbyDivision.html> . If you do not offer Associate Degree Transfer, please state “none offered”. | None offered |
| I.B.4 | # AA and/or AS Degrees Awarded: | State the number of Associate of Arts or Associate of Science degrees awarded during the 2020-21 academic year. Please refer to <https://www.deanza.edu/ir/AwardsbyDivision.html> .If you do not offer Associate of Arts or Associate of Science Degree, please state “none offered”. | 6 |
| I.B.5. | Trends in # Total Awards | If applicable to your program, has total number of certificates and degrees increased, decreased or stayed the same? What thoughts do you have on these changes?  | We have stayed very close to the same despite the pandemic. Our AS degree went from 8 to 6, COA-A went from 6 to 8, and the COA from 59 to 52. Despite the pandemic this is really good. It has not affected us too much. We will resume Information meetings to bring in new prospective students. |
| I.B.6. | Strategies to Increase Awards | What strategies (1, 2, 3. . . .) does your department have in place to ensure students are obtaining awards when it is applicable to their educational goal? (e.g. Outreach, In-reach, graduation workshops, collaborations with other offices, etc.) | 1. Continue to work with counselors to promote our programs.
2. Work with Outreach, Nova, Calworks, etc
3. I am splitting one of my certificate offerings to make it two certificates. This will bring more interest to the department.
4. Increasing the Medical Reception externship hours for more onsite training.
5. Encourage Guided Pathways.
6. Continue to meet with the students upon externship completion to apply for the award.
 |

|  |  |  |  |
| --- | --- | --- | --- |
| I.C.1  | CTE Programs: Review of Perkins Core Indicator and SWP Outcomes Metrics | Review the most recent Perkins Core Indicator and SWP Outcomes Metrics data for your program(s). Cite planned interventions and activities to enhance student and program outcomes.Perkins Core Indicator Reports provided by Margaret Bdzil. Cal-PASS Launchboard SWP Metrics: <https://www.calpassplus.org/LaunchBoard/Home.aspx>  | <https://www.calpassplus.org/LaunchBoard/Home.aspx>In reviewing the Perkins Core Indicators, the areas that we identified in which my program needs to work on is the Nontraditional Program Enrollment Core Indicator 3. Which are the lack of males in our programs. The department now has two males as faculty. I am hoping that their example will draw more of the male population to the department and close this particular equity gap. I plan to do some outreach to programs on campus to bring in our underrepresented groups.We have done well in the other Core Indicators. We are following up with students to make sure they have applied for their certificates and assist them with their educational plan. It has helped increase the number of certificates. We will be splitting one of certificates to have another option for the students. It will shorten the classes they have to take to obtain their goal of graduation. |
| I.C.2 | CTE Programs: Labor Market Demand and Industry Trends: | Review and summarize statewide and regional labor market (LMI) data for occupations that are closely aligned with your program. Cite current industry trends. Provide an overview of your program advisory committee's recommendations relating to existing and new course and certificate/degree offerings. Cite additional data when applicable.California EDD LMI Info: <https://www.labormarketinfo.edd.ca.gov/cgi/dataanalysis/areaselection.asp?tablename=occprj>  | The California EDD predicts for the period 2018-2028 the number of openings for medical assistants to increase by nearly 24.5%. In California, an average of 24,900 new job openings per year is expected for Medical Assistants because of the increase in the number of group practices, clinics, and other healthcare facilities that need greater numbers of support personnel that is trained in both administrative and clinical duties.Projected phlebotomists employment is a growth of 26.7% increase, expected jobs 3,600.Medical Secretaries projected growth is 19%, expected jobs 18,900.Medical Records and Health Information Technicians projected growth is 12.8%, expected jobs 2000.With a new EKG hospital for externship, we will be creating a new EKG only certificate.Therefore, the recommendations is to split the lab-assisting certificate to have a EKG tech and Phlebotomy separate certificates. |
| I.D.1 | Academic Services and Learning Resources: # Faculty Served | Only for programs that serve staff or students in a capacity other than traditional instruction, e.g. tutorial support, service learning, etc. State number of faculty served per year (Fall, Winter and Spring): Provide number from previous year, and # increase or decrease. To the extent possible, specify what data you used to arrive at this number. | N/A |
| I.D.2 | Academic Services and Learning Resources: # Students Served | Only for programs that serve staff or students in a capacity other than traditional instruction, e.g. tutorial support, service learning, etc. State number of students served per year (Fall, Winter and Spring): Provide number from previous year APRU, and # increase or decrease. To the extent possible, specify what data you used to arrive at this number. | N/A |
| I.D.3 | Academic Services and Learning Resources: # Staff Served | Only for programs that serve staff or students in a capacity other than traditional instruction, e.g. tutorial support, service learning, etc. State number of staff served per year (Fall, Winter and Spring): Provide number from previous year APRU, and # increase or decrease. To the extent possible, specify what data you used to arrive at this number. | N/A |
| I.E.1 | Full Time Faculty (FTEF) | For ALL programs: State the number of FTEF assigned to your department/program. Refer to your program review data sheet: <https://www.deanza.edu/ir/program-review.20-21/index.html> . | 4.0 |
| I.E.2 | # Student Employees | If applicable to your program, state number of student employees and if there were any changes between number this academic year and the previous two academic years. | None |
| I.E.3 | Full Time Load as a % | State the percentage of courses taught by full-time faculty (exclude overload). Refer to your program review data sheet. <https://www.deanza.edu/ir/program-review.20-21/index.html> or access within the program review tool. | 26.8% |
| I.E.4 | # Staff Employees | If applicable to your program, state number of staff employees and if there were any changes. ONLY report the number of staff that directly serve your program. Deans will make a report regarding staff serving multiple programs.  | O |
| I.E.5 | Changes in Employees/Resources | Briefly describe how any increase or decrease resources/employees (exclude teaching faculty) has impacted your program. What strategies does your program have in place to ensure students are being supported and able to reach their full capacity when faced with these changes and challenges**?** (e.g. Mentors, embedded tutors, extended lab hours, instructional support, non-credit support, etc.) | With the departure of our ½ time office employee, we have increased the help of our support staff. We have 3 Medical Assistant students helping in the many skills labs. We also have 4 Certified Phlebotomy specialists helping in the phlebotomy lab. We have made smaller labs from our larger lab to accommodate the need for assistance due to the pandemic/absences, and social distancing. |
|  | **Enrollment** |  |  |
| II.A | Enrollment Trends  | What changes in enrollment have you seen in the last three years? Refer to <https://www.deanza.edu/ir/program-review.20-21/index.html> or access within the program review tool. You do not need to list enrollments; rather reflect on enrollment trends. What strategies does your department have in place to increase or maintain current enrollment trends?  | We have seen a downward slope of -11.2. When the economy is good, our enrollment goes down. Then Covid hit and students did not want to come to campus for our skills labs. Some of the classes were not offered because of the social distancing restrictions.We are adding a new certificate. We are increasing externship hours for our Medical Receptionist certificate as recommended by our Advisory Committee. We now have Dual enrollment with two high schools and will continue to do some Outreach. |
| II.B. | Enrollment Trends for disproportionately impacted student groups | Using the program review data tool, what is the enrollment of African American, Latinx, Filipinx, and Pacific Islander students as a percentage of your entire program compared to other student groups in campus-wide percentages? You do not need to list enrollments, but rather reflect on what the trends look like. Link to equity plan and strategic plans1. What could be contributing to the differences?
2. What strategies does your department have in place to increase or maintain enrollment of these student groups?

Are there other trends that you see when drilling into the data that may be important to explore? | Our program is pretty close to the campus wide percentages with. Many of the students have returned to work to make up for losses due to the pandemic. We have many skills labs. Some students are not quite ready to return to campus and gas prices are affecting their transportation.Our biggest lab class has received approval to convert it into a hybrid class. Teaching more classes online. Will begin offering Information meetings for prospective students. Continue to request professional expert to come and help in the classroom to maintain enrollment. Another trend is the male to female ratio; our department has less males to females. We have plans to do some outreach to some of the Intro classes on campus that has students that are not yet decided on their major. This was a suggestion from one of our male students.We will continue to visit the high schools to share our program with the new incoming students. |
| II.C. | Overall Success Rate | What changes in student success rates have you seen in the last three years? You do not need to list success rates, rather reflect on trends in success rates. 1. What could be factors that influence success rates? Please refer to: <https://www.deanza.edu/ir/program-review.20-21/index.html>
2. What strategies does your department have in place to increase or maintain current success rates?
 | Our success rates have dropped in the last three years, 77%. A lot has to due to the pandemic, homelessness, and many Mental Health issues. EW was available during the time that Covid was very high, 11%. Many students were not able to come to class for two weeks because of this and missing a lot of course work.13% was our non-success rate.We will continue to offer online courses to help with absences. Allow students to take and submit late work if the above was the cause.Use our Allied Health Specialist to assist in tutoring. Continue to encourage our phlebotomy students to take the stand-alone labs to increase confidence and readiness for the real world. |
| II.D. | Success, Non-Success and Withdraw Rates for disproportionately impacted student groups | Using the [Disproportionate Impact Tool](https://www.deanza.edu/ir/program-review.18-19/Access_DI_tool.pdf) within the [Program Review Tool](http://deanza.edu/ir/PRGuide_PrintingPDF.pdf) explore differences in success rates by ethnicity, gender and special student populations (foster youth, individuals with disabilities, Veterans and low income students). Of the rows that are highlighted (which indicate there are disproportionate impacts for that group): 1. What differences do you see in successful course completion rates?
2. What are your thoughts on these differences?

What strategies might be helpful in closing gaps in successful course completion? | Targeted groups success rates are 66% compared to the non-targeted groups of 84%. However, the Ethnicity with the highest success is the Asians with 40% following with Latinx of 29%. The gender with the highest success rate is females with 84%, males following with 16%.Non-success rates for the targeted rates are 18% with withdraws of 16%. Non- targeted non-success rates are 9% and withdraws of 7%, almost half percent in comparing both of the groups. Overall, there has been a slight downward slope in the disproportionate impacted groups.I see the rates have been dropping slightly every year. Covid has had a lot to do with this. My thoughts are that students have returned to work and still adjusting to taking online classes.With help of Perkins funds, I would like to restart a tutoring session to help those students that need tutoring in my department. We had it before Covid and it helped those students in the targeted groups. |
| II.E. | Changes Imposed by Internal/External Regulations  | Address program changes implemented as a response to changes in College/District policy, state laws, division/department/program level requirements or external agencies regulations? How did the change(s) affect your program? (e.g. any curriculum, reorganization of program AB 705, noncredit curriculum, loss of personnel, etc.) | Due to the policy, changes because of the pandemic, and the need to be Covid vaccinated, affected students not wanting to come to campus. We also saw an increase of withdrawals because of the EW choice. Another issue affecting our program was students with mental health issues because of so much happening at one time in the world.The immediate change to go online and train faculty to teach online. We lost many students because of financial difficulties, loss of jobs, food, and the lack of computer knowledge or no computers at all to use. |
|  | **Equity** | In order to meet the goals within our [State Equity Plan](https://www.deanza.edu/sssp-se-bsi/documents/DAC_Student_Equity_Plan_2019-22_Final.pdf), [Institutional Metrics](http://deanza.edu/ir/planning/planning_files/InstitutionalMetrics_2019_4.29.19.pdf), and [Educational Master Plan](http://deanza.edu/ir/state-of-the-college-related-information/documents/EMP2015-2020_3-11-16.pdf), the following section asks you to reflect on questions focused on student equity to help inform our goals.  |  |
| III.A. | Equity Plans for groups other than the acknowledged disproportionately impacted groups | Are there other groups of students besides the acknowledged disproportionately impacted groups of African American, Latinx, Filipinx, and Pacific Islander students that your department intentionally focused support for. | DSPS, males, single parents, non-binary, LGBQ+ |
| III.B. | Program Success | Describe any events/program changes/successes that you would like to share relative to your equity efforts? | We obtained a new EKG and several phlebotomy sites. Currently have two classes as dual enrollment at the HS. We have two stand-alone labs for our phlebotomy students to strengthen their skills. Offering online recorded medical terminology lectures so that students can keep listening to the them with audio transcripts. |
| III.C. | Equity Planning and Support | Has equity work generated any need for resources? If so, what is your request? Include staff/position needs. | We are in need of more EKG machines to emulate what is currently used in the medical facilities. Request more storage space for our equipment. Need a part time staff member to help with marketing and finding new externship sites.  |
| III.D. | Departmental Equity Planning and Progress | Identify which of the following resources you need? How would the resource help?* Professional Development – what areas?
* Enhanced support for students
* Departmental Collaborations
* Best Practices
* Coaching/Consultation
 | Coaching and tutoring has been able to take place because of the departments TEA's and Allied Health Specialists.Professional development classes for our phlebotomy instructor to keep current in the phlebotomy practices.A refresher course for the students prior to going out on externship to sharpen their skills.New equipment to emulate what is being used in the clinics and hospitals where the students will be practicing. |
| III.E. | Assistance Needed to close Equity Gap | Would you like assistance with identifying strategies and/or best practices and/or resources to help facilitate student success? | Yes, I would like assistance with some strategies. I am a one-person full timer in my department. Could use some help. |
|  | **Assessment Cycle** | Navigate to <https://www.deanza.edu/slo/> and click “TracDat is gone” which will take you to accordion listing SLO assessments under “Student Learning Outcomes and Assessments Summaries by Division:” |  |
| IV.A | SLOAC Summary | Describe an accomplishment or enhancement that resulted from SLO assessment starting with Spring 2020 through end of Spring 2022.. | 100% correct responses from 21 students demonstrated the ability to understand and apply the OSHA Blood Borne Pathogen Standard. Target was met. |
| IV.B | Assessment  | List the names of the courses in your department (e.g. CIS 22A) that are planned to be assessed by the conclusion of 2021-22 academic year.  | HTEC 50, 60A, 73, 72, 101D |
|  | **Resource Requests** |  |  |
| V.A | Budget Trends | Over the past five academic years, describe impact, if any, of external or internal funding trends that you might be currently dealing with ( eg COVID demands) upon the program and/or its ability to serve its students. If you don’t work with budget, please ask your Division Dean to give you the information. | Our medical supplies have gone up in price. We have had many back orders and/or have not been able to get supplies all together due to no raw material to make the supply. Many of the supplies are going on allocations and we have to wait until it is our turn to receive them. |
| V.B | Funding Impact on Enrollment Trends | Over the past five academic years, describe the impact, if any, of external or internal funding changes upon the program’s enrollment and/or its ability to serve its students. Refer to Program Review data sheets for enrollment information:  | As a result of Perkins and SWP funding for Professional Experts to assist in the classroom with practical skill for clinical procedures such as phlebotomy, EKG’s, injections, basic patient care, sterile technique, and capillary punctures. This has affected the ability to serve our students and build confidence.We have been able to purchase supplies. They are being used in clinics currently. This will allow the students the ability to learn how they used prior to them going out on their externship. |
| V.C.1 | Faculty Position(s) Needed | Describe each request as: “Replace due to Vacancy”, “Growth”, or if none state “None Needed Unless Vacancy” | Growth |
| V.C.2 | Justification for Faculty Position(s): | Do you have assessment data available to justify this request for a faculty position? If so provide the SLO/PLO assessment data, reflection, and enhancement that support this need. If not, provide other data to support this need. | This is a one FT position department. The department is growing and demands for a skilled work force in health technologies can be seen in the latest Labor Market Indicators report. Our equity gap is unfortunately increasing and having another FT faculty would help us address this gap and provide our disproportionately impacted students with the assistance and resources they need..  |
| V.D.1 | Staff Position(s) Needed | Choose: “Replace due to Vacancy”, “Growth”, “None Needed Unless Vacancy”Only make request for staff if relevant to your department only. Division staff requests should be in the Dean’s summary. | Replace due to vacancy |
| V.D.2 | Justification for Staff Position(s): | Do you have assessment data available to justify this request for a staff position? If so, provide the SLO/PLO assessment data, reflection, and enhancement and/or CTE Advisory Board input to support this need. If not, provide other data to support this need. | This individual was helping with marketing our program, helping with curriculum, finding new externship sites, updating the externship contracts. |
| V.E | Equipment Requests | List all equipment resource needs on the Excel spreadsheet. Be sure to include to justification and costs in appropriate columns. | See attached. |
| V.F | Facility Request | List all facility needs on the spreadsheet. Be sure to include to justification and costs in appropriate columns. | See attached. |
| V.G | Other Needed Resources | List any other resource needs on the spreadsheet. Be sure to include to justification and costs in appropriate columns. | “ “ |
| V.H.1 | Staff Development Needs | Based on what you have written above, what professional development support/resources do you need to achieve your goals? | Our phlebotomy instructor attends yearly meeting to obtain all the new changes for phlebotomy programs. |
| V.H.2 | Staff Development Needs Justification | Please provide reasons for your professional development needs. If you have assessment data available to justify this request for professional development, please provide the SLO/PLO assessment data, reflection, enhancement, and/or CTE Advisory Board input, etc. to support this need. If not, provide other data to support this need. | N/A |
| VI. | Closing the Loop | Over the last five years, how did you assess the results of the requested resources, and what were those results? How do you plan to reassess the outcomes after receiving each of the additional resources requested this year | Our students pass rates for the NCCT and CCMA is a big indicator on how we assess our results. Our students are at a 99% pass rate. This has a lot to do with the equipment and the helpers in our classrooms. We need the extra set of hands, ears, and eyes to prepare our studentsWe also have great feedback from our externship sites that our students are prepared. Jobs have opened up and employment is up. |
|  | Submitted by: | APRU writer’s name | Maureen Miramontes |
|  | Last Updated: | Give date of latest update  | May 21, 2022 |