

## Comprehensive Program Review

### A. Department Information

#### Mission

Please enter your department's mission statement here.

The mission of the DeAnza College Health Technologies Programs is to excite, motivate, and provide many students with quality academic and practical training in the various careers that are offered in the field of Health Technologies. The department hopes to help 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.

How does your program mission statement relate to the mission, vision and values of the college? (<https://www.deanza.edu/about-us/mission-and-values.html>)?

Like the college we also serve a widely diverse student population. Enriching the students knowledge is important. We have hired professional experts to help us in the classroom to engage the students in hands on experience. Appropriate attitude to learner is a plus as students will learn to associate with the medical community.

#### Program Goals

Enter 1-3 goals for your department to be achieved by spring 2027. Each annual reflection will ask your department to report on progress in meeting your goals. Each goal should be aligned to your department's mission and the college mission. All resource requests and personnel requests should be aligned with your program's mission and goals.

Goal title	Goal description	Responsible parties	Collaboration with	Guided Pathways engagement	What evidence will be used to monitor progress?	How will you assess achievement of the goal?
Increasing enrollment in the HTEC program	During the pandemic, we saw a slight decrease in enrollment as our clinical sites had to prepare for intake of students for externships. We are once again seeing a demand in the area for DeAnza HTEC students to be trained at clinical sites.	DeAnza HTEC program and clinical partners.	Bay Area clinical partners.	We participate in the Health and Life Science Village activities including Health Panels for students.	Enrollment numbers	We will see more students enrolling, success in attaining certificates and degrees and more clinical partnerships.
Splitting the Lab Assisting certificate into two certificates, EKG Tech and Phlebotomy.	Splitting the Lab Assisting certificate into two certificates, EKG Tech and Phlebotomy, this will allow students to get their certification sooner, gain employment while they are pursuing further educational goals.	DeAnza HTEC and curriculum committee.	With curriculum committee	We participate in the Health and Life Science Village activities including Health Panels for students.	Creation of two new certificates	More certificates being awarded.

#### Changes Imposed by Internal/External Regulations or Factors

Are there factors unique to your program that may affect your enrollment, success rates or staffing that RAPP should be aware of? (e.g., curriculum changes, program reorganization, noncredit curriculum, loss of personnel, legislative mandates, etc.)

N/A

### B. Enrollment Trends

#### Enrollment Variables and Trends

Enrollment Trends Health Technologies-DA						
	2018-19	2019-20	2020-21	2021-22	2022-23	5-yr %Inc
Unduplicated Headcount	703	698	681	663	580	-17.5%
Enrollment	1,712	1,594	1,728	1,587	1,354	-20.9%
Sections	78	68	82	83	76	-2.6%
WSCH	1,614	1,460	1,619	1,479	1,262	-21.8%
FTEs (end of term)	111	99	111	101	84	-24.3%
FTEF (end of term)	3.7	3.4	4.0	4.1	3.9	5.7%
Productivity (WSCH/FTEF)	435	434	401	365	322	-26.0%

In the data table above, what does the Enrollment trend indicate? For definitions of enrollment terms, please see the glossary (<https://www.deanza.edu/ir/documents/Glossary.pdf>).

- the data trend shows an increase in Enrollment
- the data trend shows a decrease in Enrollment
- the data trend shows no change and/or flat in Enrollment

#### Reflect on Enrollment Trends

Discuss the factors that would help the college understand your programs' enrollment trends. How may these trends align with your program mission and goals?

The Health Technologies program received a bronze star from the state Chancellor's office in recognition that students who receive certificates and degrees in the program see a 66% increase in potential earnings. The program does not have rigorous prerequisites requirements, certificates and degrees can be earned in a relatively short time frame and the reputation of the program is such that many

of our graduates are hired out of school. We need to work more closely with our outreach department in reaching out to the high schools and adult education to educate students and families on career options in Health Technologies. We are engaged in dual enrollment allowing high school students to study the careers available in Health Technologies.

## CTE Programs - Statewide and Regional Labor Market Trends

### CTE Programs Only

1. Review and summarize the Lightcast Analyst Occupational Outlook data for your CTE program (<https://foothilldeanza.sharepoint.com/:f:/s/dactedepartments/EiRTueQ8GrNLqItlQw2twpsBMFCs7X5djTVeo6Jss3W0Jg?e=1ybpmY>).
2. Cite current industry trends.
3. 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.

The program certificates and degrees that we currently have are increasing in job possibilities since the year 2021. Growth in job opening will approach 25 % as older workers reach retirement age and we have a growing older population in the area. Our students are being hired right out of externships. We have new externship sites every year and we have new doctors offices and clinics wanting to partner with us. We plan to divide the lab assisting certificate into an EKG Tech and a Phlebotomy Technician 1 to continue to increase the job placement predictions.

## D. Course Success

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### Course Success

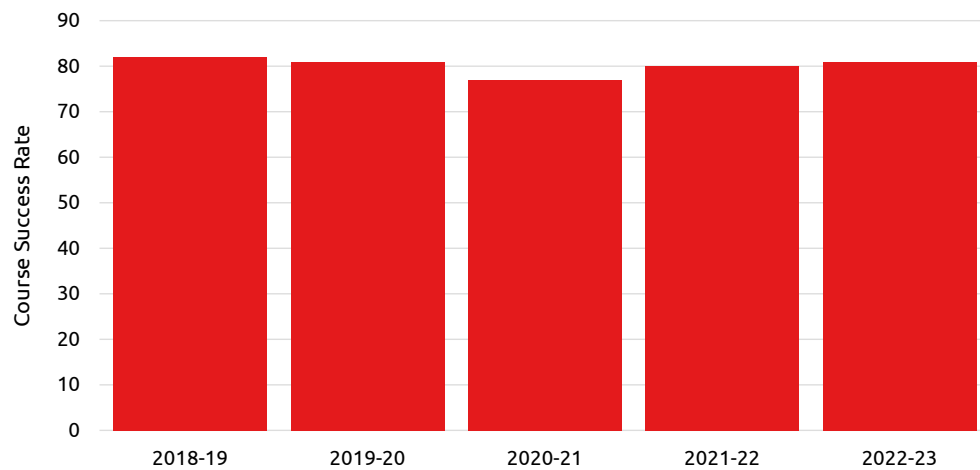
#### Who uses this report:

All users who want to further explore their enrollment or course success data.

#### What is this report:

This report is an extension of the Program Review Data Sheet. It has additional student characteristics and users can compare two groups of students at the same time.

#### Limits:



#### Limits:

Measures: Enrollments and Course Success Rate and Success Count

	2018-19			2019-20			2020-21			2021-22			2022-23		
	Enrollments	Course Success Rate	Success Count	Enrollments	Course Success Rate	Success Count	Enrollments	Course Success Rate	Success Count	Enrollments	Course Success Rate	Success Count	Enrollments	Course Success Rate	Success Count
<b>Measures</b>	1,712	82%	1,400	1,594	81%	1,293	1,728	77%	1,322	1,587	80%	1,273	1,354	81%	1,093

Data loaded 17-Aug-2023

In the data table above, what overall trends are you seeing in Course Success?

- the data trend shows an increase in Course Success
- the data trend shows a decrease in Course Success
- the data trend shows no change in Course Success

### Exploring Course Success Rate Trends

1. What could be factors that influence success rates in your department?
2. What strategies does your department have in place to increase or maintain current success rates?
3. Are there other trends that you see when exploring different courses in the same department (How to access success rates by course: [https://www.deanza.edu/ir/documents/How\\_to\\_Access\\_Your\\_Program\\_Review\\_Data.pdf](https://www.deanza.edu/ir/documents/How_to_Access_Your_Program_Review_Data.pdf))
4. How do course success rate trends align with your program goals?

HTEC department success rates have stayed consistently high in the 80's. We saw a small dip to 77% during the pandemic. We have rebounded since then. Faculty who teach our classes are also employed outside and teach in their area of expertise. This brings relevance to teaching material and helps with our students success and retention. We encourage faculty to participate in teaching and learning workshops through the Office of Professional development

# Course Success with Disproportionate Impact (credit and non-credit)

Limits: 2022-23

**Who uses this report:**

All users who want to explore student equity and disproportionate impact in course success.

**What is this report:**

This report highlights student groups with a negative percentage point gap and student groups experiencing disproportionate impact. Data reflects credit sections. Student groups with "N/A" enrollment denotes suppressed data.

**How to interpret the data:**

A negative percentage point gap means a student group has a lower success rate than the comparison group consisting of all students not in the student group being examined. When a student group is experiencing disproportionate impact, this means that (1) there is a negative percentage point gap and (2) this gap is unlikely to be due to chance. Programs are encouraged to prioritize discussions and address the student groups experiencing disproportionate impact.

**New features:**

To display only student groups with disproportionate impact, click on the link "Click here to show only groups with disproportionate impact." To add a comparison unit that is one level higher (e.g., course level compared to department level), **be sure to select a college, division, department or course**, then click on the link "Click here to show and compare disproportionate impact with [X]".

**Success rate**

The number of students receiving an A, B, C or P grade divided by the total number of students receiving a grade. Rate is rounded.

**Comparison success rate**

The success of all students except for the group being examined (e.g., the comparison success rate for Latinx students is the success rate of all students who are not Latinx). Rate is rounded.

**Additional successes needed to erase percentage point**

This value provides a way for practitioners to think of gaps in terms of student successes, and illustrates the number of additional successes needed to avoid a percentage point gap.

**Legend:**

**Yellow:** Student groups experiencing a negative percentage point gap that is not statistically significant

**Orange:** Student groups experiencing disproportionate impact according to the Percentage Point Gap Minus One (PPG-1) method<sup>1</sup>

Currently showing all groups. [Click here to show only groups with disproportionate impact.](#)

Hide cells with fewer than  students

Health Technologies-DA						2022 Summer to 2023 Spring
Number of sections: 76						
Student group	Enrollment at census	Student group success rate	Comparison success rate	Percentage point gap	Chart	Additional successes needed to erase percentage point gap
All Students	1,354	81%	81%	0		
Asian	484	89%	76%	+13		
Black	78	69%	81%	-12		10
Filipinx	169	83%	80%	+2		
Latinx	414	70%	86%	-16		67
Native American	17	94%	81%	+14		
Pacific Islander	N/A					
Unknown ethnicity	14	93%	81%	+12		
White	169	88%	80%	+8		
Female	1,096	80%	83%	-3		31
Male	246	82%	80%	+2		
Non-Binary	0					
Unknown gender	12	100%	81%	+19		
Foster youth	N/A					
Individuals with disabilities	42	64%	81%	-17		8
Low Income	826	76%	88%	-11		95
Not Low Income	528	88%	76%	+11		
Veterans	37	97%	80%	+17		

<sup>1</sup>The PPG-1 method follows the CCCCCO method for calculating disproportionate impact. Disproportionate impact is when (1) a student group's PPG value is less than -2 (e.g., -3, -4, -5, etc.) and (2) the absolute PPG value is greater than the calculated margin of error. PPG is calculated by comparing a student group's success rate against the success rates of all students except for the group being examined (e.g., Latinx PPG is Latinx success minus the success of all students except for Latinx students).

In the data table above, what does the data indicate about the Success rate of various ethnic groups within your department compared to the comparison group for the most recent academic year? (i.e., as displayed in the Percentage point gap column)

The Percentage point gap between Asian students and all other students shows:

there is no gap (e.g., 0)

- there is a negative gap of 5-percentage points or less (e.g., -5)
- there is a negative gap greater than 6 percentage points (e.g., -6)
- there is a positive percentage point gap (e.g., +2)

The Percentage point gap between Black students and all other students is:

- there is no gap
- there is a negative gap of 5-percentage points or less
- there is a negative gap greater than 6 percentage points
- there is a positive percentage point gap

The Percentage point gap between Filipinx students and all other students is:

- there is no gap
- there is a negative gap of 5-percentage points or less
- there is a negative gap greater than 6 percentage points
- there is a positive percentage point gap

The Percentage point gap between Latinx students and all other students is:

- there is no gap
- there is a negative gap of 5-percentage points or less
- there is a negative gap greater than 6 percentage points
- there is a positive percentage point gap

The Percentage point gap between White students and all other students is:

- there is no gap
- there is a negative gap of 5-percentage points or less
- there is a negative gap greater than 6 percentage points
- there is a positive percentage point gap

The Percentage point gap of one additional group of your choice:

- there is no gap
- there is a negative gap of 5-percentage points or less
- there is a negative gap greater than 6 percentage points
- there is a positive percentage point gap
- not applicable

## Exploring Gaps in Successful Course Completion by Ethnicity

1. What differences do you see in successful course completion rates by ethnicity?
2. What are your thoughts on these differences?
3. Are there other trends that you see when drilling into the data that may be important for your department to explore (e.g., foster youth, individuals with disabilities, low income, veterans)?
4. Which additional student group did you choose to explore and why?
5. How do these trends align with your program's mission and goals?

Although our black and Latinx students are continuing to show an increase in the equity gap our Filipino and Native American students are doing very well. We need to look into further addressing the equity gaps in our under performing groups and see what changes the program might be able to tackle as we increase the opportunity for all students to succeed. We looked at Veterans and their strong performance and we want to study tools we can equip the students with to be successful in their academic endeavors.

## Teaching and Learning Strategies

1. What teaching and learning strategies might be helpful in narrowing any gaps in successful course completion?
2. How do the listed teaching and learning strategies align with your program's mission and goals?

Continuing education and growth workshops for the faculty especially around the areas of equity of inclusion in the classroom. We are also engaging with the ESL department in pursuing a grant in preparing the ESL student population for careers in Health Technologies. We use Allied Health Tutors in the classroom to work with students on a more one on one basis.

## Trends in Awards

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## Degrees and Certificates by Ethnicity

### Who uses this report:

All users who need degree and certificate data.

### What is this report:

This report provides the degree and certificate counts by college, division and department. Additionally, all users could explore degree and certificate awarded by ethnicity and gender.

Data loaded 24-Oct-2023

## No data returned for the criteria selected

In the data table above, what are the trends in regard to the number of awards within your program?

Trends in Associate Degrees awarded show:

- an increase in the number of Associate Degrees awarded
- a decrease in the number of Associate Degrees awarded
- no change in the number of Associate Degrees awarded
- Not applicable

Trends in Associate Degrees for Transfer awarded show;

- an increase in the number of Associate Degrees for Transfer awarded
- a decrease in the number of Associate Degrees for Transfer awarded
- no change in the number of Associate Degrees for Transfer awarded
- Not applicable

Trends in Credit Certificates awarded show:

- an increase in the number of Credit Certificates awarded
- a decrease in the number of Credit Certificates awarded
- no change in the number of Credit Certificates awarded
- Not applicable

Trends in Non Credit Certificates awarded show:

- an increase in the number of Noncredit Certificates awarded
- a decrease in the number of Noncredit Certificates awarded
- no change in the number of Noncredit Certificates awarded
- Not applicable

## Reflecting on Trends in Awards

1. What trends do you see across awards in your department?
2. How do the trends in awards align with your program's mission and goals?

We have been pretty consistent. The academic year 2021-22 was a really good year. The externship sites opened up for the students so they were able to finished the program and obtain their certificates. Therefore, the practical training lead to jobs for our students which in turn brought excitement and motivation to our students and department.

## Reflecting on Award Offerings

1. For each program leading to an award, identify any courses that have not been offered in the last two years. Briefly explain why the courses have not been offered. For courses that will not be offered, how does your program plan to update the program so that students can complete the requirements?
2. Based on a review of course offerings and the number of awards offered and conferred, is your department planning on removing any degrees or certificates from the college catalog? If so, please list those being removed and a short explanation as to why.
3. Does your department have any plans to offer new degrees or certificates? If so, please list and provide a short explanation as to why.

N/A

## Staffing Trends

### Faculty Workload

Faculty Workload Health Technologies-DA						
	2018-19	2019-20	2020-21	2021-22	2022-23	5-yr %Inc
Full Time Load	1.1	0.8	1.1	1.1	1.1	4%
Full Time %	28.4%	24.8%	26.8%	26.7%	27.9%	-2%
Overload	0.8	0.7	1.0	0.9	0.8	2%
Overload %	21.6%	19.9%	24.1%	22.6%	20.8%	-4%
Part Time Load	1.9	1.9	2.0	2.1	2.0	8%
Part Time %	50.0%	55.3%	49.1%	50.7%	51.3%	3%
Total FTEF	3.7	3.4	4.0	4.1	3.9	6%

What trends do you see in the last five years in regard to the Full Time %? (i.e., percentage of classes being taught by full time faculty, not including overload or summer)

- the data trend shows an increase in Full Time %
- the data trend shows a decrease in Full Time %
- the data trend shows no change in Full Time %



## Staffing Needs

Provide a brief overview of your department's staffing needs. Personnel requests are to be submitted on a separate form.

1. What are full time faculty needs to ensure the program's health, growth or vitality?
2. What are classified staffing needs to ensure the program's health, growth or vitality?
3. What strategies does your program have in place to ensure students are being successful when faced with the current staffing ratios?
4. What strategies does your program have in place to retain new faculty, if applicable?

There is a demand for a full time staffing. There is a lot of requirements to maintain clinical sites, certification.

## Assessment Cycle

### Student Learning Outcomes Assessment Cycle

Navigate to <https://www.deanza.edu/slo/#post> which will take you to an accordion listing of SLO assessments under "Student Learning Outcomes and Assessments Summaries by Division"

1. Summarize the dialogue that has resulted from SLO and/ or PLO assessments.
2. What specific strategies has your department implemented, or plan to implement, based on the results of the SLO/PLO assessments conducted?
3. How do these strategies align with the program's mission and goals.

HTEC has many different types of students. They are career oriented, or lifelong learners, or those that want to enrich their knowledge in the medical field. Our SLO assessments show that students do very well no matter what type of students that have chosen to be. Based on our results we will continue to have experienced TEA's, professional experts, and trained faculty to help our student learn the various medical careers that Health Technologies offers.

## Dean/Manager Comments

The Health Technologies programs graduates students into a field with many job vacancies and an extremely rapidly growing job market. This is a department with one faculty. We are however at this time able to meet student needs for classes because the nature of the discipline is that teachers need to be currently working in the field. If we were able to continue to grow enrollment - which suffered during the pandemic as Clinical sites had to close their door to student externships as they were not prepared to handle the pandemic - we may find the need to hire another FT faculty to meet student demand. But that is not the case at this point.

One silver lining from the pandemic has been the realization from clinical sites that they need more health care workers - phlebotomists, medical assistants, EKG specialists, lab assistants, medical clerks, medical receptionists, etc. Our Health Technologies programs graduates these very workers and through the externships we set up students are being hired right after graduating and in their externship sites,

Our director does a very good job of continuously recruiting new sites and opportunities for students. We are very grateful to the CTE office for its support and allowing us to partner with high schools in the area as part of the dual enrollment program. I know the director is looking into opportunities for non-credit courses and I support her in this and appreciate the dedication and enthusiasm of all our PT faculty, our classified staff and of course the director.

**STOP. Do not submit form. Please inform your dean/manager when the form is complete. They will submit the form when they have added their comments above.**

This form is completed and ready for acceptance.