I. Program Description

A. What is the primary mission of your program? (check all that apply)

☐	Basic Skills	☐	Cultural and Personal Enrichment
☐	Transfer	☐	Academic Support/Learning Resources
X	Career/Technical		

B. Program Description

1 If applicable, note the number of certificates and degrees that have been awarded in the previous academic year.

Http://research.fhda.edu/factbook/deanzadegrees/dadivisions.htm

CTE programs refer to CTE Program Review Addenda Reports: *www.deanza.edu/gov/IPBT/resources.html*

82	# Certificates of Achievement
5	# Certificate of Achievement-Advanced
5	# AS, AA Degrees

2   If the program serves staff or students in a capacity *other than traditional instruction*, e.g. tutorial support, please answer the following two questions. Otherwise, skip to section **II** below.

a. How many people are served?

☐	# Students	☐	# Staff
☐	# Faculty		

b. Number of employees associated with the program?

☐	# Students	☐	# Faculty
☐	# Staff	☐	# Part-Time Faculty

II. Methods of Evaluation and Assessment

A. Attach the "Program Review Data Sheet". Briefly, address student success data relative to your program by answering the items listed below (refer to the link): *www.research.fhda.edu/programreview/DAProgramReview/DeAnza_PR_Div_pdf/De AnzaProgramReviewDiv/htm*

1   Growth or decline in underrepresented populations (Latina/o, African Ancestry, Pacific Islander, Filipino)

Explanation:	Our student population has always been diverse. However, our targeted populations have decreased (averaging 8% in 2007-08 down to 5% in 2009-10). With regard to comparing De Anza College's with Health Technologies (HTEC) 2009-10 distribution, our African Ancestry is the same for both at 3%, we have 8% Filipino versus 5% for the college, the college has 12% Hispanic versus HTEC 10%, and the college has 1% Pacific Islander versus zero for HTEC. We have open access in this department; all interested students are able to enroll in our classes if there is space. We have been concentrating and will continue to encourage an increase of all four underrepresented populations by working with Occupational Training Institute, possibly Outreach in addition to external resources such as CCOC and NOVA; also, we could increase the targeted populations by making these students more aware of the resources available internally and externally both departments. Also, we need to actively recruit underrepresented populations by visiting appropriate groups, churches and high schools.

2   Trends related to closing the student equity gap relative to the college's stated goals, refer to
http://www.deanza.edu/president/EducationalMasterPlan2010-2015Final.pdf, p.16

Explanation:	The HTEC target groups have a success rate in 2009-10 of 78% compared to 88% for the rest of the HTEC students. The equity gap is 10%. The year before was 71% versus 86% or a 15% equity gap so HTEC has decreased the equity gap by 5% for the 2009-10 year. The college's goal is 5%. We are improving but not enough. Our plan is to work with grant funds to decrease our equity gap by offering more review sessions, more mentors and encouraging graduates to help these students. I plan to contact Outreach at De Anza College to work with targeted population high school students. In addition, I am working with CCOC currently to articulate two of our HTEC courses which might increase these targeted populations if successful. Hopefully, we will decrease our equity gap by another 5% this year so that we match the college's goal.

3   What progress or achievement has the program made relative to the plans stated in the 2008 -09 Comprehensive Program Review, Section III.B, towards decreasing the student equity gap?

   see: *www.deanza.edu/gov/IPBT/program _review_files.html, "Program Review Reports, 2009"*

Explanation:	The HTEC student equity gap question in the 2008-09 Comprehensive Program Review (Section III.B.) was not really answered correctly. Again, we plan to work with the various resources on campus such as ESL, EDC, OTI, Outreach and others to decrease our student equity gap.

4   Overall enrollment growth or decline of all student populations

Explanation:	HTEC has increased its student population by 3% (54 students). An increase of students is typical of the high unemployment rate cycle at this time. WE have students from OTI, EDC, DSS, and the International students department. Our information meetings two or three times each quarter draws at least 45-60 students at each meeting.

B.   Did your program implement any curriculum, program reorganization, etc. changes 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?

Change:	(The only change other than routine revision of all HTEC curriculum this year was changing the numbering of the externship courses-HTEC 95 (108 hours) and 96 (144 hours) have become HTEC 95A-B and HTEC 96 A-H. Originally, when the Medical Assisting options programs were designed in the early 1990s, we did not change the numbering of the externships. For example, the 108 hour externship remained HTEC 95 which pertained to the Medical Assisting (clinical) and Phlebotomy programs. HTEC 96 (144 hours) pertained to Medical Assisting (Administrative), Medical Secretarial, Medical File Clerk, Medical Record Clerk, Business Office Clerk, Insurance and Coding, Medical Transcription and EKG externships. The externship numbers (HTEC 95 and 96) stayed the same because if we changed them (HTEC 95A, 95B, etc.) we would rarely have 20 students enrolling in each externship which would be a load problem (minimum of 20 to make a class go). HTEC 95 and 96 became very confusing when students enrolled in multiple programs. The load factor is no longer a problem; HTEC95AB and HTEC 96A-H will be considered 2 courses with regard to load factor. The most important reason for changing the numbering is to avoid confusion with the students and faculty/staff.
Explanation:	(1) Using the same course number for various externships was confusing for the student, faculty and staff. (2) More phlebotomy students are repeating the skills lab for drawing blood. Usually, one 2-3 students have to repeat the lab; this year, since we have raised the standards, 4-5 are repeating it and, in some cases, more.

C.   Based on the 2008-09 Comprehensive Program Review, Section I.C. "Main Areas for Improvement", briefly address your program's progress in moving towards assessment or planning or current implementation of effective solutions.

   see: *www.deanza.edu/gov/IPBT/program _review_files.html, "Program Review Reports, 2009"*

Explanation:	HTEC's 2009 main areas of improvement included increase retention rate, develop new clinical sites, explore additional external funding, increase student success, develop national accreditation for various HTEC programs, and develop new programs. We have increased the retention and success rates overall. We have increased the donationssuch as vacutainer tubes from various local medical facilities for our phlebotomy program. Our coding students who are eligible to take the national Certificate Coding Associate exam several have taken the exam and they have all passed). Unfortunately, we have not developed new programs or become nationally accredited for our medical assisting program (we used to be but we can no longer afford this due to budget constraints).

D. Career Technical Education (CTE) programs, provide regional, state, and labor market data, employment statistics, please see "CTE Program Review Addenda" at: *www.deanza.edu/gov/IPBT/resources.html*

Identify any significant trends that may affect your program relative to:

1) Curriculum Content;

2) Future plans for your program e.g. enrollment management plans.

☐ No significant changes

Impact:	HTEC employment opportunities are not as plentiful as they were over four years ago; however, this situation has improved in the last year with local medical facilities expecting the availability of jobs to increase by 2013 due to the Health Care Reform.
Explanation:	According to the California Eddy's Labor Market Information data for San Jose-Sunnyvale-Santa Clara MSA, there are projected to be 100 annual openings for medical assistants, and 75 for medical secretaries for the period 2006-2016. There will also be a growing number of openings in medical records and health information technicians (our medical assisting, medical secretaries, medical file clerk, medical records clerk, business office clerk, medical reception, coding specialist and medical transcription graduates). The phlebotomy and lab assisting (phlebotomy and EKG Tech) graduates look forward to at least a 10-15% increase in job opportunities until 2018.

E. *Career Technical Education (CTE)*, provide recommendations from this year's Advisory Board (or other groups outside of your program, etc.) Briefly, address any significant recommendations from the group. Describe your program's progress in moving towards assessment or planning or current implementation of effective solutions.

☐ No significant changes

Impact:	The 2009-10 Health Technologies Advisory Committee recommended that our courses include more workplace scenarios to better prepare the students for their externships and working with various medical facilities to donate supplies and equipment.

Explanation:	(1)One of our committee members, the manager of education and training at a local medical facility, offered to volunteer her time to spend with our students in the clinical courses such as Basic Patient Care and Sterile Technique. We divide the students into small groups to discuss various scenarios that actually happened in her workplace. We encouraged, and continue to do so, the students to express themselves when discussing the problems and their possible solutions, then we explain how the actual problem was solved (never mentioning specifics regarding the scenarios due to HIPPA). This has been very productive and we will continue to integrate her scenarios into the course curriculum. We have always discussed scenarios that either the instructor or the students discuss in class; now, there are many more current situations. In addition, the new edition of the text for these courses includes more scenarios for the students to discuss. (2)Various committee members have arranged for their departments to donate used equipment and supplies. For example, all of our clinical classes require the students to wear disposable gloves; one of the local clinics is able to donate several boxes each time they ordered more gloves. In addition, the local clinical laboratories are currently donating expired tubes to us for our venipuncture course-we no long have to purchase tubes (we do not use the blood for testing so the tubes can be expired). (3)Our phlebotomy clinical sites have asked us to raise the competency standards for the students' externships from 76% to 80% starting last quarter. This has impacted our phlebotomy program because more of last quarter's Skills Lab students had to repeat the Skills Lab this quarter (they to have to perform 30 successful skin punctures and venipunctures to pass). We have had to add an additional Skills Lab this quarter for the students who are repeating. We are hoping that last quarter's Skills Lab students' competency problems were unusual (we have not had this problem before-usually, only one or students have to repeat); if not, we will have to consider alternatives to this problem.

III. Select IIIA or IIIB below:

Note instructions and materials for these sections can be found at: *https://www.deanza.edu/slo*

A.   For programs whose PLOs primarily align to the <u>Institutional Core Competencies</u>, ICCs: Attach the 2010-11 "Mapping Program Level Outcomes to Institutional Core Competencies" sheet(s) and "Program Level Outcome Assessment Plan" sheet(s).

1 Describe the processes by which your program members have or will assess program level outcomes: (check those that apply)

	course-embedded	X	surveys

Other, describe here:	All PLOs are based on passing certification exams and/or obtaining employment.

2 Review the ECMS-SLO Summary Report or SSLO Summary Report (Division Deans shall be sent that report) What percentage of courses that should undergo a SLOAC process are:

	NA	X	complete		in progress		to be assessed

3 Below, briefly describe the level of engagement by your program staff and faculty with the outcomes assessment process (SLOAC, SSLOAC) since last year?

All full-time and part-time Health Technologies faculty and several members of the HTEC Advisory Committee in addition to current students are involved in the SLOAC process.

4 What program enhancements are you implementing as a result of the program level assessment process? Describe enhancements that do not require additional resources below:

summarize results:	mentoring required	Plan/Enhancement:	peer mentors

summarize results:	N/A		Plan/Enhancement:	N/A

B. For programs whose PLOs primarily align to the <u>Strategic Initiatives</u>: Attach the 2010-11 "Mapping Program Level Outcomes to Strategic Initiatives" sheet(s) and "Program Level Outcomes Assessment Plan" sheet(s).

  1 Describe the processes by which your program members have or will assess program level outcomes: (check those that apply)

	course-embedded	X	surveys
Other, describe here:	Surveys to access passing certification exams and employment		

  2 Review the ECMS-SLO Summary Report or SSLO Summary Report (Division Deans shall be sent that report) What percentage of courses that should undergo a SLOAC process are:

	NA	X-50	complete	X-50	in progress		to be assessed

  3 Below, briefly describe the level of engagement by your program staff and faculty with the outcomes assessment process (SLOAC, SSLOAC) since last year?

The full-time and part-time faculty members and members of the HTEC Advisory Committee in addition to current students are invloved in the SLOAC process.

  4 What program enhancements are you implementing as a result of the program level assessment process? Describe enhancements that do not require additional resources below:

summarize results:	students need to perform to a higher level per externship sites	Plan/Enhancement:	allowing more lab time for students
summarize results:	too many venipuncture misses for some students	Plan/Enhancement:	allowing more lab time for students

Department Summary

IV. **Attach 2008-09 Comprehensive Program Review Budget Data Form. Add a column of data that lists the amounts allocated for the 2010-11 academic year.**

    See: *www.deanza.edu/gov/IPBT/program_review_files.html,* "Program Review Reports 2008-09"

V. **Resource Requests include: staff, faculty, materials, "B" Budget, facility refresh, Measure C equipment**

A. Please submit up to three <u>faculty and/or staff requests</u> below in ranked order: (copy this section as needed)

	Rank	X	replacement		growth
Position:	Instructor, Coordinator (Pat Hassel's possible retirement Aug. 2012)				
Department :	Health Technologies		Contact Person, ext.	Pat Hassel 8789	

  1 Briefly state how this person will enhance or maintain the status quo of your program plan to improve student learning relative to the campus Mission, Institutional Core Competencies, or Program goals/plans below:

There is only one FT faculty member in this department (68% part-timers). There has to be a program coordinator (full-time faculty member) and someone to coordinate the 11 programs in this department. Currently, there are 321 students (we do not have a full-time classified person to assist). The full-time faculty member currently teaches the entry level courses (traditional and distance learning sections) in addition to most clinical courses. The administrative work takes approximately 20-25 hours per week, plus teaching.

2 Highlight FTE, PT/FTE ratios and WSCH that support your request below:

FTE=1.02. PT/OVERLOADFTE=2.22, TOTAL FTEF=3.25 PERCENT, FT FTEF=32%, PT FTEF=68%, NUMBER OF SECTIONS=87

3 If applicable, discuss PLOAC assessment results that support the program need for this resource below:

There is only one FT faculty member in this department (68% part-timers). There has to be a program coordinator (full-time faculty member) and someone to coordinate the 11 programs in this department. Currently, there are 321 students (we do not have a classified member in HTEC).

4 Please note: It is an expectation that all resources that are allocated 2 or more years prior to the next comprehensive program review (2013-14) will be assessed relative to their contribution to the program, its course or program level outcomes and its program review criteria. In this light, briefly state some of the criteria you may use to assess the effect of this additional staff/faculty position to your program below:

The criteria for replacing the one and only FT faculty should include the Health Technologies Enrollment (2,042), WSCH (5,927), Productivity (515 in 2009-10 but higher this year), Retention Rate (93%), Success Rate (86%), Number of Programs (11). In addition, this person would coordinate this department which will require at least 60 hours /week for both teaching and coordinating.

B.   As applicable, list your requests for:

Materials, "B" Budget, facility refresh, Measure C equipment Refer to:

www.deanza.edu/gov/techtaskforce/pdf/Measure%20C_Prioritization_Processes_ClgeCnclApproved6_10_10.pdf

Please submit materials, "B" Budget, facility refresh, Measure C equipment, requests below in ranked order: (copy this section as needed). List 3 here, keep a prioritized list of all items on hand.

	Rank		replacement		X	growth
Item Description:	4-Phlebotomy chairs and 4-portable ergonomic workstations with desktop computers and printers					
Cost Estimate :	$18,000			Contact Person, ext.	Pat Hassel 8789	

1 Briefly state how this resource will enhance or maintain the status quo of your program plan to improve student learning relative to the campus Mission, Institutional Core Competencies, or Program goals/plans below:

We could increase the enrollment and update our most popular program, Phlebotomy Tech I which is accredited by the State.

2 Highlight FTE, PT/FTE ratios and WSCH that support your request below:

Our total WSCH of 5,927, PT/FTE (2.22), FTEF (3.25) and increase in the number of certificates and degrees awarded support this request.

3 If applicable, discuss PLOAC assessment results that support the program need for this resource below:

The PLOAC results currently indicate that 95% of these students pass the national certification exam and the job outlook for these graduates looks promising by 2013.

4 Please note: It is an expectation that all resources that are allocated 2 or more years prior to the next comprehensive program review (2013-14) will be assessed relative to their contribution to the program, its course or program level outcomes and its program review criteria. In this light, briefly state some of the criteria you may use to assess the effect of this additional resource upon your program below:

The criteria for these resources include preparing our students for their externship with computers that are used in all laboratories. Currently, the students are trained in the various systems while externing.

Dean's Summary

VI. **Resource Requests include: staff, faculty, materials, "B" Budget, facility refresh, Measure C equipment**

A. Please submit up to three **faculty and/or staff** requests below in ranked order: (copy this section as needed)

	Rank		replacement		growth
Position:					
Department :				Contact Person, ext.	

1 In addition to the Department's rationale and from a <u>dean's perspective</u>, briefly state how this person will enhance or maintain the status quo of your program plan to improve student learning relative to the campus Mission, Institutional Core Competencies, or Program goals/plans below:

2 Address   FTE, PT/FTE ratios and WSCH that support your request below:

3 In light of the department's statements about assessment results, describe any additional need or service to the College this person may bring to the Division below:

4 It is an expectation that resource allocations (awarded 2 or more years prior to the next Comprehensive Program Review) will be assessed relative to their contributions to the program, its course or program level outcomes and its program review criteria. In this light, briefly state some of the criteria you, <u>as the Dean</u>, may use to assess the effect of this additional staff/faculty position to your program below:

B. As applicable, list your requests for:
Materials, "B" Budget, facility refresh, Measure C equipment Refer to:

http://www.deanza.edu/gov/techtaskforce/pdf/Measure%20C_Prioritization_Processes_ClgeCnclApproved6_10_10.pdf
Please submit **materials, "B" Budget, facility refresh, Measure C equipment,** requests below in ranked order: (copy this section as needed) List 3 here, keep a prioritized list all items on hand.

	Rank		replacement		growth
Item Description:					
Cost Estimate :				Contact Person, ext.	

From a <u>Dean's perspective</u>, are there additional factors to add to the Department's rationale for this resource request? How will the addition of this resource enhance or maintain the status quo of this program's plan to improve student learning relative to the campus Mission, Institutional Core Competencies, or Program Goals? Use the following three sections below to state:

1 Additional factors:

2 Highlight FTE, PT/FTE ratios and WSCH that support the request below:

3 If applicable, discuss PLOAC assessment results that support the program need for this resource below:

4 It is an expectation that resource allocations (awarded 2 or more years prior to the next comprehensive program review) will be assessed relative to their contributions to the program, its course or program level outcomes and its program review criteria. In this light, briefly state some of the criteria you, <u>as the Dean</u>, may use to assess the effect of this additional staff/faculty position to your program below: