

De Anza College

Program Review – Annual Update Form – Fall 2025

1. **Department/Area:** Health Technologies
2. **Name of individual(s) completing the form:** Maureen Miramontes
3. **Briefly describe how your area has used the feedback from the Comprehensive Program Review and Annual Program Review Update provided by RAPP members over the past two years (if unsure, request the feedback form from your dean/manager).**

One of the items of feedback concerned are decisions to discontinue the Medical Scribe program. Our decision has proved to be intuitive as we have seen clinics and hospitals move to AI to perform this function. We are continuing to work on learning outcome assessment so they will produce a positive impact on student experience.

4. **Describe any changes or updates that have occurred since you last submitted program review (program review [submissions](#)).**

We have decided to not offer the Medical Scribe program. This is due to AI being used now in many medical facilities. For updates we have begun splitting the Lab Assisting certificate into two separate certificates. One certificate is the EKG Technician program and the other we have left alone which is the Phlebotomy Technician Certificate. We are also moving into offering Non-Credit classes for all of our certificates.

5. **Provide a summary of the progress you have made on the goals (i.e., OKRs for Student Services) identified in your last program review (as included in the comprehensive program review or annual program review update).**

Goal title	Goal description	Responsible parties	Collaboration with....	What evidence have you used to monitor progress?	How have you assessed your goal?	What changes have been made based on the assessment?
Increase enrollment in HTEC program.	During the pandemic we saw a decrease in enrollment	HTEC department	Clinical sites, BHES division, villages,	We have used program review enrollment	We have seen higher student demand	When possible, we have increased the course

	as the clinical sites were not taking many students for externship. This persisted for the two succeeding years. In the past two years we have seen enrollment recover and exceeded our expectations.		CTE department.	t data sheets	and interest in our program. Our classes are full with waitlists. Our information meetings have been in demand.	offerings. Summer of 2025 due to high demand and availability of faculty we offered for the first time phlebotomy classes in the Summer session.
Splitting the Lab Assistant certificate into two- EKG Tech and Phlebotomy Tech.	Splitting the lab assistant certificate into two- EKG and Phlebotomy Tech will allow students to get their certifications sooner and gain employment while they are pursuing their educational goals.	HTEC department and curriculum committee	Clinical sites, BHES division, Curriculum Committee, CTE department.	Research has been completed. Paperwork has been completed and submitted through the eLumen process.	As the process is still in progress we will continue to wait to assess the effect on students.	Based on the assessment progress is made in creating new curriculum and separating the certificate to introduce two new certificates.

6. If your goals (i.e., OKRs for Student Services) are changing or you are adding a new goal(s), please include them below. If new goals require resources, please list requested resources that were not included in your last program review.

Goal title	Goal description	Responsible parties	Collaboration with....	What evidence will you use to monitor progress?	How will you assess achievement of the goal?
Introduction a medical billing course	In response to the strong and persistent demand from industry, we are incorporating a medical billing course into our Insurance and Coding certificate.	Clinical Affiliates, HTEC department, BHES division, CTE department, and curriculum committee.	Clinical Affiliates	Student demand and enrollment in classes.	Introduction of the course into the schedule as well as the Insurance and Coding certificate.

7. Describe the impact to date of previously requested resources (personnel and instructional equipment, facilities/upgrades) including both requests that were approved and were not approved. For example, what impact have these resources had on your program/department/office and measures of student success or client satisfaction and what have you been able to and unable to accomplish due to resource requests that were approved or not approved?

Through our resource request we are able to prepare students for the real world clinical environment. Having the students have access to the latest medical equipment and supplies prepares them very well for not only externships but future employment opportunities. DeAnza graduates are highly recruited in the industry. Having classroom assistants has allowed our lab instructors to enroll more students with supervision in high demand classes. We continue to need funding for these classroom assistants. This year we have been impacted by a limited budget in being able to provide the instructors with classroom assistants and this has impacted our ability to enroll students despite waitlist and demand.

8. How have these resources (or lack of resources) specifically affected disproportionately impacted students/clients? If you have not requested or received resources, still describe how your area has been able to serve disproportionately impacted students/clients.

Hands on laboratory and clinical experiences levels the playing field for disproportionately impacted students. The supplies and equipment as well as the classroom assistants greatly

assist in providing the students with the best opportunity for success. The decrease funding for classroom assistants has impacted our ability to serve this group of students.

- 9. Refer back to your Comprehensive Program Review and Annual Program Review Update from the past two years under the section titled Assessment Cycle or the SLO website ([L](#)). In the table below, provide a brief summary of one learning outcome, the method of assessment used to assess the outcome, a summary of the assessment results, a reflection on the assessment results, and strategies your area has or plans to implement to improve student success and equity. If your area has not undergone an assessment cycle, please do so before completing the table below.**

Table 1. Reflection on Learning Outcomes (SLO, AUO, SSLO)

Learning Outcome (SLO, AUO, SSLO)	Illustrate the word components of Medical Terminology
Method of Assessment of Learning Outcome (please elaborate)	Weekly quizzes and Final
Summary of Assessment Results	Students show strong consistency across most chapters. Many score between 35-40 indicating mastery-level performance. Practical understanding and retention seem strong, especially for later chapters. Overall, the assessment results for these chapters show strong student performance and steady progress in medical terminology.
Reflection on Results	Overall, the class shows positive momentum, strong engagement, and effective learning. Continued review of the more difficult chapters and consistent practice will support ongoing success.
Strategies Implemented or Plan to be Implemented (aka: enhancements)	Weekly vocabulary reinforcement, review for difficult chapters, more active learning and hands on practice, mnemonic support, clear targeted feedback.

Please email this form to your dean/manager.

Dean Manager Comments:

Over the past several years, the Health Technologies (HTEC) Department has experienced steady enrollment growth, reflecting both rising student interest and strong regional demand for a skilled health care workforce. Employment projections across multiple health care sectors continue to indicate robust job availability, particularly in areas requiring specialized technical preparation. This growth underscores the department's essential role in preparing students for immediate employment and career advancement within the health industry. While overall sector demand remains strong, recent shifts in technology have significantly affected some program areas. The rapid expansion of artificial intelligence tools has decimated the medical scribe industry. The department has responded by monitoring labor market trends, advising students carefully, and strengthening areas with growing demand to ensure that program offerings remain aligned with workforce realities.

In contrast, other HTEC programs continue to demonstrate high enrollment, strong completion, and consistent job placement outcomes. The phlebotomy program, in particular, has shown significant progress through innovative partnerships and expanded clinical learning opportunities. Over the past year, the department established a collaboration with the campus Health Center that allows phlebotomy students to provide blood draw services on campus under the supervision of licensed clinical phlebotomists. This partnership benefits both the campus community and the students: students who would previously have been referred off campus for routine laboratory work can now receive services conveniently on site, while phlebotomy students gain access to state-mandated live blood draw requirements in a supervised, supportive learning environment.

This collaboration has enhanced students' clinical readiness, confidence, and employability, while strengthening connections between instructional programs and student health services. It has also reduced barriers for students requiring testing by improving access, lowering costs, and shortening turnaround time. Continuation and expansion of this successful initiative are contingent upon the availability of ongoing funding. State regulations require direct supervision by licensed clinical phlebotomists, and the department must secure dedicated resources to support these supervisory positions. Sustained funding will ensure compliance with regulatory requirements and preserve essential clinical opportunities for students. Overall, the HTEC department remains strong, responsive, and mission-driven. Despite disruptions in specific program areas such as medical scribing, the department continues to adapt to industry changes, invest in high-demand programs, and create innovative partnerships that enhance student learning and community service. Continued institutional support and strategic resource allocation will be critical to sustaining growth, meeting accreditation and regulatory requirements, and preparing students for the evolving health care workforce.

10. Vice President/Associate Vice President Comments:

The Health Technologies Department continues to demonstrate strong workforce alignment, enrollment growth, and responsiveness to industry trends. The decision to discontinue the Medical Scribe program reflects careful labor market analysis and the department's commitment

to preparing students for viable career pathways. The expansion of phlebotomy and EKG technician certificates, along with the introduction of noncredit options, strengthens access and accelerates time to employment. High demand, full classes, and strong clinical partnerships underscore the program's regional impact. Continued investment in instructional equipment and classroom assistants is essential to meet enrollment demand, expand clinical capacity, and ensure equitable access to hands-on training for all students.