

Foothill Comprehensive Program Review (CTE) 2024-25

Instructional Discipline Template

Instructional Discipline Template 2024

A. Program Information

Program Mission Statement

Please enter your mission statement here.

The purpose of the Dental Assisting Program is to educate and empower a diverse group of students to become skilled, compassionate professionals who will positively impact the oral health of the communities they serve. Through a curriculum that integrates foundational biomedical sciences, behavioral sciences, dental technology, health communication, and population health—with a strong emphasis on clinical practice—students will develop critical thinking skills essential for addressing complex challenges in oral healthcare. This education not only prepares students to thrive in a dynamic, global workforce but also encourages a commitment to lifelong learning and community engagement.

B. Enrollment Trends

Enrollment Variables and Trends

Enrollment Trends For Program Review

Enrollment Trends						
Health Sciences & Horticulture - Dental Assisting-FH						
	2019-20	2020-21	2021-22	2022-23	2023-24	5-yr %Inc
Unduplicated Headcount	28	31	50	53	28	0.0%
Enrollment	496	93	474	441	468	-5.6%
Sections	28	5	38	43	31	10.7%
WSCH	811	36	736	635	739	-8.8%
FTES (end of term)	54	2	49	42	49	-9.3%
FTEF (end of term)	2.7	0.1	3.2	3.2	2.7	2.2%
Productivity (WSCH/FTEF)	305	273	226	198	272	-10.8%

B.1 - FTES

Goals: What is your program's goal with respect to FTES?

The program's FTES goal is to consistently reach or exceed the pre-COVID level of 52. In 2019-2020, the FTES was strong at 52, but due to the pandemic, no new class was accepted in 2020-2021, resulting in a sharp drop to 2 FTES. Enrollment rebounded to 49 in 2021-2022, supported by an apprenticeship program that ran from September 2021 to December 2023. This program successfully contributed to enrollment, with the last 8 apprenticeship students graduating in December 2023. The goal now is to maintain steady enrollment around or above 52 FTES to meet demand and workforce needs.

Observation & Inferences: What do you observe in the data above in relation to your goals? What do you want the college to understand about the FTES in your program?

The FTES data highlights the program's resilience, strong demand, and growth potential. Originally, the program had a 9-month length, accepting 24 students annually, with FTES at 52 in 2019-2020. Due to COVID-19, FTES dropped to 2 in 2020-2021 when no new class was accepted. Enrollment rebounded to 49 in 2021-2022 with the addition of a 15-month apprenticeship program that ran from September 2021 to December 2023. This program boosted FTES, culminating in the graduation of the last 8 apprenticeship students in December 2023. A slight dip to 42 in 2022-2023 reflects minor stabilization challenges, while the return to 49 in 2023-2024 shows steady demand. With further college support in marketing, facilities, and partnerships, the program has the potential to exceed its pre-COVID FTES high of 52, enhancing its value to both the college and community.

Action: What actions does your program plan to take in order to achieve your goals?

To achieve the goal of consistently reaching or exceeding 52 FTES, the program will enhance visibility, strengthen partnerships, and improve student support services. With the sunset of the apprenticeship program, ongoing enrollment trends will be closely monitored to assess stability and potential growth. Collaboration with the dental hygiene program remains important, and enrollment efforts will not solely rely on this pathway. The program will continue offering incentives for students who graduate and transition into the dental hygiene program while also tracking FTES, sections, and productivity to evaluate impact. Securing a permanent program director remains a priority to ensure leadership stability and long-term planning. Targeted outreach, including high school engagement and partnerships with local dental practices, will be expanded. Additionally, student success initiatives such as embedded tutoring and academic advising will continue to support retention and workforce readiness.

Needs: What does your program need to execute this action plan?

To execute this action plan, the program needs resources in key areas. First, increased funding for targeted marketing to reach high school students and rebuild enrollment after COVID-19 disruptions. Second, expanded partnerships with local dental practices to create more opportunities for students. The program also needs funding for embedded tutors and tutoring resources to support student success and prevent attrition. Additionally, improved advising services and career placement support are essential to guide students through their educational journey and address retention issues such as personal challenges or career changes. Lastly, a permanent program director is needed to provide stable leadership and guide the program's growth. These resources will ensure the program can meet its FTES goals and continue to provide high-quality education and support to students.

B.2 - Sections

Goals: What is your program's goal with respect to sections?

The program's goal with respect to sections is to maintain a stable number that meets both student demand and workforce needs, aiming to approach or exceed the pre-pandemic level of 28 sections consistently. In 2019-2020, the program offered 28 sections, but this dropped to 5 in 2020-2021 due to COVID-19 impacts. The number of sections quickly rebounded, reaching 38 in 2021-2022 and increasing to 43 in 2022-2023, supported in part by the introduction of the

apprenticeship program from September 2021 to December 2023. In 2023-2024, the program stabilized at 31 sections. Moving forward, the goal is to sustain section offerings that support enrollment and provide high-quality training opportunities, benefiting students and meeting community needs.

Observation & Inferences: What do you observe in the data above in relation to your goals? What do you want the college to understand about the sections in your program?

The data shows that the program has successfully worked to restore and expand its sections since the pandemic disruptions. In 2019-2020, the program offered 28 sections, a strong baseline that sharply dropped to 5 in 2020-2021 due to COVID-19. Since then, the program has made significant progress, rebounding to 38 sections in 2021-2022 and peaking at 43 in 2022-2023, partly due to the addition of the apprenticeship program from September 2021 to December 2023. In 2023-2024, sections settled at 31, reflecting the program's transition back to a steady-state model after completing the apprenticeship program. This trend highlights the demand for the program and its capacity to adapt to workforce needs. Continued college support in areas like marketing and community partnerships will be essential to maintain a consistent section offering that aligns with both enrollment goals and industry demands.

Action: What actions does your program plan to take in order to achieve your goals?

To achieve our goals, the program plans to implement several strategic actions. First, we will increase outreach efforts, targeting high school students to boost awareness and interest in the dental assisting field. Second, we will strengthen partnerships with local dental practices to expand externship and job placement opportunities for students, supporting their transition into the workforce. Additionally, we plan to enhance student support by continuing embedded tutoring and in-lab teacher assistance, addressing academic challenges to help students succeed. We also aim to secure stable program leadership by hiring a permanent program director, ensuring consistent management and growth. Lastly, we will seek funding for targeted marketing and advising resources to improve enrollment and retention, thereby meeting FTES and section goals. These actions will enable the program to maintain high-quality training, meet workforce demand, and continue to provide valuable educational opportunities to our students and community.

Needs: What does your program need to execute this action plan?

To execute this action plan, the program needs resources and support in several areas. First, funding is essential for targeted marketing efforts to reach high school students and increase awareness of the dental assisting program. Second, we need strong partnerships with local dental practices to provide externship and job placement opportunities that bridge education and employment. Additional funding for embedded tutors and in-lab teacher aides is necessary to support student success and reduce attrition. Improved advising services and career placement resources are also crucial to guide students throughout their educational journey. Finally, a permanent program director is needed to provide consistent leadership, enabling stable program growth and improved outcomes. These resources will allow the program to achieve its goals while maintaining high-quality education and strong community impact.

B.3 - Productivity

Goals: What is your program's goal with respect to productivity?

The program's goal with respect to productivity (WSCH/FTESF) is to gradually improve productivity levels, while recognizing that it will generally be lower than the college average due to the student-to-faculty ratios mandated by our accreditation body. These strict ratios are essential to ensure quality training and supervision in the dental assisting field, where close instructor oversight is necessary for safety and effective skill-building. In 2019-2020, the program achieved a productivity level of 305, but this dropped over the next few years due to pandemic disruptions, reaching a low of 198 in 2022-2023. Productivity rebounded to 272 in 2023-2024, and the program aims to sustain and build on this upward trend. While we strive to maximize efficiency, our program's productivity will remain lower than other departments to meet accreditation standards, ensuring we provide students with high-quality, hands-on training that aligns with industry and safety requirements.

Observation & Inferences: What do you observe in the data above in relation to your goals? What do you want the college to understand about the productivity in your program?

The productivity data reflects both the challenges and unique requirements of the program. In 2019-2020, productivity was strong at 305, but it declined over the next few years, reaching a low of 198 in 2022-2023 due to the pandemic's impact on enrollment and instruction. Productivity has since recovered to 272 in 2023-2024, showing a positive trend toward pre-pandemic levels. However, due to strict student-to-faculty ratios mandated by our accreditation body, productivity in our program is inherently lower than in other college departments. These ratios are critical to maintaining patient safety and effective clinical instruction. It's essential for the college to understand that, while we aim to improve productivity, our lower WSCH/FTESF levels reflect compliance with accreditation standards and our commitment to high-quality, supervised training.

Action: What actions does your program plan to take in order to achieve your goals?

To achieve our productivity goals, the program plans to take several actions. First, we will work to increase student enrollment through targeted outreach and partnerships with local high schools, raising awareness about career opportunities in dental assisting. We will also strengthen relationships with local dental practices, creating more externship placements to support student recruitment and program visibility. Additionally, the program will continue to offer embedded tutoring and in-lab teacher aides to improve retention and reduce attrition, ensuring students receive the support they need to complete the program. Lastly, securing stable leadership by appointing a permanent program director will provide consistent management and strategic focus, helping us meet productivity goals while maintaining compliance with accreditation standards for student-to-faculty ratios. These actions will allow us to sustainably increase productivity while ensuring quality training and patient safety.

Needs: What does your program need to execute this action plan?

To execute this action plan effectively, the program requires several critical resources. First, funding for targeted marketing and outreach is essential to engage high school students and the local community, supporting enrollment growth. Additional resources are needed for embedded tutors and in-lab teacher aides, which will help improve student retention and reduce attrition. Support in building partnerships with local dental practices is also necessary to expand externship and job placement opportunities. Lastly, a permanent program director is crucial to ensure consistent leadership and strategic focus. These resources will empower the program to achieve its productivity goals while maintaining high standards of training and compliance with accreditation requirements, ultimately benefiting both students and the dental community.

C. Enrollment by Student Demographics

Enrollment Distribution

Enrollment Distribution For Program Review

Student Headcounts by Gender

	2019-20		2020-21		2021-22		2022-23		2023-24	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Female	495	100%	83	89%	408	86%	349	79%	438	94%
Male	1	0%	8	9%	62	13%	89	20%	30	6%
Unknown gender	0	0%	2	2%	4	1%	3	1%	0	0%
Total	496	100%	93	100%	474	100%	441	100%	468	100%

Student Headcounts by Race/Ethnicity

	2019-20		2020-21		2021-22		2022-23		2023-24	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Asian	357	72%	51	55%	293	62%	210	48%	236	50%
Black	0	0%	1	1%	41	9%	1	0%	22	5%
Filipinx	22	4%	9	10%	22	5%	1	0%	22	5%
Latinx	95	19%	23	25%	93	20%	158	36%	86	18%
Pacific Islander	0	0%	5	5%	0	0%	3	1%	0	0%
Unknown ethnicity	0	0%	2	2%	0	0%	0	0%	0	0%
White	22	4%	2	2%	25	5%	68	15%	102	22%
Total	496	100%	93	100%	474	100%	441	100%	468	100%

C.1 - Enrollment by Gender

Goals: What is your program's goal with respect to enrollment by gender?

The program's goal with respect to enrollment by gender is to increase diversity and improve male representation while maintaining high overall enrollment among female students. Historically, female enrollment has been strong, peaking at 495 in 2019-2020 and showing signs of recovery post-pandemic, with 438 in 2023-2024. Male enrollment, while significantly lower, has fluctuated, reaching a high of 89 in 2022-2023 before dropping to 30 in 2023-2024. The program aims to promote dental assisting as a viable career for all genders, with targeted outreach to address the gender disparity and attract a more balanced cohort. This will enrich the learning environment, broaden perspectives within the field, and align with broader goals of diversity and inclusion.

Observation & Inferences: What do you observe in the data above in relation to your goals? What do you want the college to understand about enrollment by gender in your program?

The enrollment data indicates a predominance of female students, with some fluctuation in male representation. In 2022-2023, female enrollment was strong at 349, and male enrollment peaked at 89, with 3 male students in the 9-month program and 2 in the apprenticeship program. However, male enrollment fell back to 30 in 2023-2024. This indicates that while demand from female students remains strong, there is room for growth in male representation.

The college should understand that attracting more male students to the program may require targeted outreach and support, as well as showcasing the variety of program structures. Increasing gender diversity within the program would foster a more balanced, inclusive educational environment and contribute to a workforce that reflects the diversity of the broader community.

Action: What actions does your program plan to take in order to achieve your goals?

To achieve our enrollment goals and improve gender diversity, the program plans to take several actions. First, we will develop targeted outreach efforts to raise awareness about the dental assisting field among underrepresented groups, especially male students, through high school partnerships and community events. Second, we will highlight the benefits and diverse opportunities in dental assisting to attract a broader applicant pool. Additionally, we plan to contact male alumni to create a video featuring their experiences in the program and their career paths. This video will be used in marketing materials to show prospective students the inclusive and rewarding nature of a dental assisting career. By taking these steps, the program aims to build a more balanced, diverse cohort that reflects the broader community and strengthens our commitment to inclusivity.

Needs: What does your program need to execute this action plan?

To execute this action plan, the program needs several key resources. First, funding for the production of the alumni video. Second, support for outreach efforts, including marketing materials and funding to engage with high schools and community organizations to raise awareness of the program. We also plan to involve male alumni in these outreach efforts to provide firsthand accounts of their experiences and careers, which can help attract more male students. The program will also need faculty and staff time to facilitate these outreach activities and coordinate with alumni. Finally, continued access to resources for student support and retention, including tutoring services and mentoring programs, to ensure that all students, especially those from underrepresented groups, succeed in the program. These resources will ensure the program can successfully attract a more diverse student population and maintain strong enrollment.

C.2 - Enrollment by Ethnicity

Goals: What is your program's goal with respect to enrollment by ethnicity?

The program's goal with respect to enrollment by ethnicity is to increase representation across all ethnic groups, especially underrepresented populations, to better reflect the diversity of the community and promote inclusivity. Currently, enrollment for African American and Pacific Islander students remains very low, with no African American students in the last three years and minimal Pacific Islander representation. The program has seen fluctuation in Asian, Latinx, and White student enrollment, with a significant decrease in Latinx enrollment in 2023-2024. Filipino student enrollment has remained inconsistent, and there is a notable drop in Black student enrollment since 2021-2022.

Observation & Inferences: What do you observe in the data above in relation to your goals? What do you want the college to understand about enrollment by ethnicity in your program?

The data reveals significant ethnic gaps in the program's enrollment, particularly in African American, Black, and Pacific Islander groups, where enrollment has remained extremely low or nonexistent in recent years. Asian and Latinx student enrollments have fluctuated, with a notable drop in Latinx enrollment in 2023-2024, and Filipino student enrollment has been inconsistent. White student enrollment has shown a steady increase, while Black student representation saw an initial increase in 2021-2022 but dropped again in 2022-2023. The college should understand that these trends highlight the need for targeted efforts to increase diversity and inclusivity within the program. While some groups, such as Asian and White students, show relatively stable or increasing trends, underrepresented populations require additional outreach and support to ensure equitable representation across all ethnicities.

Action: What actions does your program plan to take in order to achieve your goals?

To achieve its enrollment goals by ethnicity, the program will continue targeted outreach to underrepresented groups, including African American, Black, Pacific Islander, and Latinx communities, through partnerships with local schools, community organizations, and cultural groups. Given the recent decline in Latinx enrollment, the program will closely monitor trends to assess whether further intervention is needed. Awareness efforts will expand through community events, informational sessions, and alumni partnerships to highlight career opportunities in dental assisting. A promotional video featuring alumni from diverse backgrounds will be developed to showcase success stories and encourage enrollment. Additionally, student retention will remain a priority, with continued support through embedded tutors and in-lab teacher aides. Regular enrollment data analysis will guide outreach strategies to ensure the program effectively serves a diverse student body.

Needs: What does your program need to execute this action plan?

To execute this action plan, the program requires several resources. First, funding is needed to support targeted outreach efforts, including partnerships with local schools, community organizations, and cultural groups across campus. This includes creating and promoting marketing materials, such as a video featuring alumni from underrepresented groups, and conducting informational sessions. Second, the program needs financial support to provide embedded tutors and in-lab teacher aides to enhance academic support and hands-on learning for current students. Additionally, collaboration with the college's marketing and equity offices is essential to develop effective strategies and materials to reach diverse communities. These resources are critical to increasing awareness of the program, attracting a more diverse student population, and retaining students through strong academic support systems.

D. Overall Student Course Success

Student Population Areas of Focus

Course Success For Program Review

Limits: Course Credit Status Credit

Course Success										
Health Sciences & Horticulture - Dental Assisting-FH										
	2019-20		2020-21		2021-22		2022-23		2023-24	
	Grades	Percent								
Success	366	77%	77	83%	421	89%	398	90%	455	97%
Non Success	89	19%	14	15%	10	2%	22	5%	5	1%
Withdrew	20	4%	2	2%	43	9%	21	5%	8	2%
Total	475	100%	93	100%	474	100%	441	100%	468	100%

Course Success for Black, Latinx, and Filipino Students

	2019-20		2020-21		2021-22		2022-23		2023-24	
Success	81	72%	27	82%	130	83%	138	86%	96	89%
Non Success	20	18%	6	18%	2	1%	17	11%	4	4%
Withdrew	12	11%	0	0%	24	15%	5	3%	8	7%
Total	113	100%	33	100%	156	100%	160	100%	108	100%

Course Success for Asian, Native American, Pacific Islander, White, and Decline to State Students

	2019-20		2020-21		2021-22		2022-23		2023-24	
Success	285	79%	50	83%	291	92%	260	93%	359	100%
Non Success	69	19%	8	13%	8	3%	5	2%	1	0%
Withdrew	8	2%	2	3%	19	6%	16	6%	0	0%
Total	362	100%	60	100%	318	100%	281	100%	360	100%

Some courses may continue to be listed but no longer have data due to renumbering or because the course was not offered in the past five years.

D.1 - Student Course Success

Goals: What is your program's goal with respect to student course success?

The program's goal with respect to student course success is to maintain a success rate consistently above 90%, continuing the significant progress made in recent years. Overall success rates have steadily improved, rising from 77% in 2019-2020 to 97% in 2023-2024. Success rates for Black, Latinx, and Filipino students increased from 72% in 2019-2020 to 89% in 2023-2024, while success rates for Asian, Native American, Pacific Islander, White, and Decline to State students grew from 79% to 100%. Non-success and withdrawal rates have decreased significantly over time. These trends reflect the program's continued focus on academic excellence, student support, and effective instructional strategies, ensuring that all students, regardless of background, are well-prepared for professional careers.

Observation & Inferences: What do you observe in the data in relation to your goals? What do you want the college to understand about the student course success in your program?

The data shows improvement in student course success despite challenges, especially during the pandemic. Overall, success rates rose from 77% in 2019-2020 to 97% in 2023-2024. For Black, Latinx, and Filipino students, success rates increased from 72% to 89%, but withdrawals were 7% in 2023-2024, indicating a need for more support. For Asian, Native American, Pacific Islander, White, and Decline to State students, success rates grew from 79% to 100%, with no withdrawals in 2023-2024.

The apprenticeship program (2021-2023) helped stabilize enrollment and success. In 2021-2022, 3 apprenticeship students left (academic or personal reasons), and 7 9-month program students left (academic or personal reasons). In 2022-2023, only 1 student withdrew. In 2023-2024, 5 from the 9-month program left (personal reasons and 1 academic failure). The program's improved retention and success rates show resilience, emphasizing the need for continued support to address attrition, especially among Black, Latinx, and Filipino students.

Action: What actions does your program plan to take in order to achieve your goals?

To improve retention, the program will address factors contributing to attrition (career changes, personal reasons and academic challenges) particularly among Black, Latinx, and Filipino students through targeted interventions, including personalized academic counseling, mental health resources, and career guidance. By offering embedded tutors and in-lab teacher aides, we will provide additional academic support to ensure students meet competency requirements and succeed in their coursework. The program will closely monitor success rates, especially as the apprenticeship program has sunset, to ensure that students in the 9-month program continue achieving high success rates. Enhanced communication strategies, including proactive check-ins, will help identify potential challenges early. Updating the program website will also provide clearer information on program expectations, student support services, and success stories to keep students informed and motivated. These efforts will aim to reduce attrition and ensure students remain engaged and successful throughout their educational journey.

Needs: What does your program need to execute this action plan?

To execute this action plan, the program needs additional resources, including funding for embedded tutors and in-lab teacher aides to provide academic support. We also need access to mental health services and career counseling to support students' personal and academic challenges. Additionally, the program requires updated technology and staff time to enhance the program website with more detailed information, including success stories and available resources. Finally, additional coordination and support for regular student check-ins and communication will be necessary to proactively address issues affecting retention. These resources will ensure the program can effectively support student success and reduce attrition.

D.2 - Course Success by Modality

Click the link below to view the program's Course Success by Modality data

https://foothilldeanza-my.sharepoint.com/:f/g/personal/20078222_fhda_edu/Euw5yUwbvn5OiqkDTAn6yIYBycY0PmlnLpXnQm47I7cPKQ?e=rSml5L

Goals: What is your program's goal with respect to course success by modality?

The program's goal with respect to course success by modality is to maintain or exceed a 90% success rate across all formats, ensuring consistent student achievement regardless of delivery mode. The data highlights strong outcomes in face-to-face courses, improving from 71% in 2019-2020 to 97% in 2023-2024. Online asynchronous courses consistently perform well, achieving a 100% success rate in 2023-2024. Hybrid formats show variability, with on-campus asynchronous success improving from 80% in 2022-2023 to 100% in 2023-2024.

As course offerings shift, the program aims to leverage successful practices across modalities, particularly for online and hybrid formats. Enhanced student support and clear expectations will be prioritized to sustain these high success rates. Expanding access to resources and monitoring performance by modality will ensure continued excellence and adaptability to diverse learning needs.

Observation & Inferences: What do you observe in the data in relation to your goals? What do you want the college to understand about course success by modality in your program?

The data highlights consistent improvement in course success rates across all modalities, supporting the program's goal of achieving a 90% or higher success rate regardless of delivery format. Face-to-face courses improved from 71% success in 2019-2020 to 97% in 2023-2024, while online asynchronous courses consistently excelled, reaching 100% success in 2023-2024. Hybrid modalities also demonstrated strong gains, with on-campus asynchronous success improving to 100% in 2023-2024.

In 2020-2021, the program only offered two online asynchronous courses, with no face-to-face classes due to the pandemic, presenting significant challenges. Despite this, success rates for online asynchronous courses remained strong, demonstrating the program's adaptability.

During the 2021-2023 apprenticeship program, the majority of courses were online, further emphasizing the effectiveness of virtual instruction. The college should provide ongoing support for each modality by enhancing technological infrastructure and offering training to meet the diverse needs of students and maintain strong course success rates.

Action: What actions does your program plan to take in order to achieve your goals?

To improve course success across all modalities, the program will implement tailored actions. For face-to-face courses, in-lab teacher aides will provide direct support during hands-on activities to address competency challenges. Online asynchronous courses will feature enhanced resources, such as video tutorials and interactive modules, alongside regular virtual office hours to support independent learning. Hybrid courses, both synchronous and asynchronous, will be optimized with clear scheduling, comprehensive learning guides, and access to both online and in-person support to help students navigate the blend of in-person and online components. These strategies aim to address the unique needs of students in each format, ensuring consistent academic support and success across all learning environments.

Needs: What does your program need to execute this action plan?

To execute this action plan, the program needs additional resources, including access to embedded tutors and in-lab teacher aides for face-to-face and hybrid courses, as well as increased access to instructional technology and software to enhance online and hybrid learning environments. This includes tools for video content creation and interactive modules. Faculty training will be essential to ensure instructors are proficient in managing diverse learning modalities and can effectively utilize these tools. Increased technical support for both students and instructors will be critical to address any challenges related to course delivery and ensure smooth operation across all formats. Additionally, the program will need to provide students with the most current dental materials and equipment for use in face-to-face and hybrid courses. Ongoing support for scheduling and tracking student progress across various modalities will help maintain consistent communication and facilitate student success.

E. Disproportionate Impact

Click the link below to view the program's Disproportionate Impact data

https://foothilldeanza-my.sharepoint.com/:f/g/personal/20078222_fhda_edu/Euw5yUwbvn5OiqkDTAn6yIYBcy0PmInLpXnQm47I7cPKQ?e=rSml5L

Identify the groups that are experiencing a disproportionate impact in the most recent year (please provide the percentage point gap and the number of additional successes needed to erase the percentage point gap for each group).

Latinx = -14 percentage point gap, additional successes needed to erase percentage point gap 12

Females = -3 percentage point gap, additional successes needed to erase percentage point gap 14

Not low income = 0 percentage point gap, additional successes needed to erase percentage point gap 1

Goals: What is your program's goal with respect to disproportionate impact?

To address the disproportionate impact on Latinx and female students, the program aims to increase success rates by providing targeted academic support and resources. The focus will be on addressing the academic and personal barriers that contribute to attrition, such as offering embedded tutors and in-lab teacher aides for additional support. Furthermore, enhancing communication with students through regular check-ins, clear program expectations, and tailored career guidance will help students stay engaged. The program will also utilize data-driven interventions to monitor progress and adjust strategies as needed, ensuring that students from underrepresented groups receive the support they need to succeed. By continuing to provide high-quality education and resources, the program aims to close the gap in success rates and create a more inclusive learning environment.

Observation & Inferences: What do you observe in the data in relation to your goals? What do you want the college to understand about the disproportionate impact in your program?

The data shows a significant gap in course success rates, particularly for Latinx students, who are experiencing a 14-percentage point gap compared to other groups. This disparity highlights the need for targeted interventions to address the unique challenges these students face, such as academic difficulties and personal circumstances. Female students also show a 3-percentage point gap, indicating a need for further support to ensure their success. While the "Not Low Income" group does not show a gap, an additional success of 1 is needed to erase the percentage point gap. The college should recognize that while the program is making strides in student success, focused efforts are needed to reduce the gaps, especially for Latinx and female students. Tailored academic support, career counseling, and community-building efforts will be essential to closing these gaps and improving equity within the program.

Action: What actions does your program plan to take in order to achieve your goals?

To address disproportionate impact and close the success gap for Latinx and female students, the program will prioritize enhanced student communication and regular check-ins to provide immediate support. Personalized academic counseling and targeted interventions will help identify at-risk students early and address challenges proactively. Embedded tutors and in-lab teacher aides will continue providing academic support to ensure students meet competency requirements. Furthermore, the program will work to build a stronger sense of community and belonging for all students, particularly those from underrepresented groups, by facilitating student engagement through peer feedback and collaborative learning opportunities. Additionally, the program will strengthen outreach efforts to ensure students are aware of available resources, including tutoring, mental health services, and career guidance. By improving retention strategies, creating stronger student support networks, and promoting a more inclusive learning environment, the program aims to increase success rates and reduce disproportionate impact for Latinx and female students.

Needs: What does your program need to execute this action plan?

These actions require adequate staffing, resources, and institutional support to effectively close the success gap because they depend on a comprehensive and coordinated approach. Adequate staffing means having qualified faculty, tutors, and student support personnel to implement the targeted interventions, provide individualized academic counseling, and ensure that resources are available when students need them. Additionally, the program needs the resources to offer embedded tutoring and in-lab support, which are crucial for helping students meet competency requirements and succeed in coursework. Institutional support is necessary to streamline communication systems, provide ongoing professional development for faculty, and create policies that facilitate early intervention for at-risk students. It also includes ensuring that students are aware of and can access the support services available to them. All these components must be well-resourced and supported by the institution to create an environment conducive to student success, particularly for Latinx and female students facing disproportionate impacts.

F. Regular and Substantive Interaction

If your program has any courses that are approved for distance education, describe how regular and substantive interaction was incorporated in those courses. (List each course)

Internal communication plans available to view here: https://foothilldeanza-my.sharepoint.com/my?id=%2Fpersonal%2F11250768%5Ffhda%5Fedu%2FDocuments%2FDENTAL%20ASSISTING%20PROGRAM%2FPROGRAM%20REVIEW%2F2024%2FOnline%20courses%20internal%20communication%20plans%2FInternal%20Communication%20plans%20pdfs&login_hint=11250768%40fhda%2Eedu

DA50 Orientation to Dental Assisting (Asynchronous)

- Weekly emails to students introducing upcoming week's topics, and reminders for upcoming assignments/quizzes.
- Instructor-created weekly content (Lecture notes, annotated readings, or summaries that highlight key points and guide focus) and assigned readings from the textbook.
- Set office hours every Friday 5pm, as well as Zoom/Pronto by request.
- Speed Grader comments and annotations for assignments. Assignments are graded within 48 hours of the due date.
- Individual emails sent to students who have missed an assignment or scored below a "C" on assignment/quiz.
- Individual emails are sent to students who are showing low participation in Course Analytics.

DA 51C Advanced Dental Assisting Skills (Hybrid - online asynchronous lectures)

- Bi-weekly emails to students. The first email is introducing upcoming week's topics, lab activities, and reminders for upcoming assignments/quizzes. Midweek email is to follow up with any questions concerning materials in the online lecture, or to remind students review the lecture to prepare for lab at the end of the week.
- Weekly recorded lecture/PPT, assigned readings, and skill demonstration videos.
- Set office hours every Friday 5pm, as well as Zoom/Pronto by request.
- Speed Grader comments and annotations for assignments. Assignments are graded within 48 hours of the due date.
- Individual emails sent to students who have missed an assignment or scored below a "C" on assignment/quiz or showed low participation in Course Analytics.
- Students who come to lab unprepared or unable to perform skills are summoned to an office hour meeting to discuss any lab or lecture related issues.

DA58 Specialty Practice Procedures (Asynchronous)

- Instructor-created weekly content that integrates a variety of educational materials, including curated readings, key definitions, instructional photos, and videos of procedures.
- Provide individual written feedback using comments and examples in speedgrader for assignments and use detailed a detailed rubric for assignments
- Weekly announcements which highlight the upcoming modules with reminders about assignments or quizzes. Offer a reflection of previous topics or current events.
- Every assignment has individual engagement with the instructor with sensitivity to the college schedule (dates to withdraw with refund, with a W) and reaching out to students who are struggling. DRC students are contacted prior to course or first week of course to notify accommodations have been arranged.
- Instructor available for Zoom office hour or individual zoom sessions as needed or requested by the student. Messaging is used to reach out to students who are not logging into course, struggling or submitting late assignments. CTE program early alert forms and emails sent to student(s) and program director - conferences requested or required by CTE program are arranged.

DA57 Office Emergency Procedures (Asynchronous)

- Flipped Classroom Model: Provide pre-recorded lectures for students to review before class, dedicating synchronous sessions to discussions, problem-solving, and application of concepts. This method encourages critical thinking and deeper understanding.
- Culturally Competent Strategies: Integrate teaching methods that acknowledge and respect diverse cultural backgrounds, promoting equitable student outcomes.
- Enhanced Feedback Mechanisms: Detailed, Personalized Feedback: Offer prompt, personalized, and detailed feedback on student coursework and assignments, such as written comments, detailed rubrics, audio or video notes, and examples for improvement. This approach supports student learning and encourages continuous engagement.
- Active Facilitation of Group Discussions: Engaging Discussion Facilitation: Actively participate in discussions to pose questions, propose alternative viewpoints, connect ideas, and encourage struggling students. This involvement enhances course content mastery and fosters a collaborative learning environment.
- Consistent Communication: Maintain regular announcements and reminders for upcoming quizzes and final exams, ensuring interactions are predictable and occur in accordance with the length and course content.
- Proactive Engagement: Monitor student engagement and success, promptly and proactively responding to students in response to observed concerns or at the request of students, to provide necessary support.

DA60A Dental Office Business Practices I (Synchronous)

- Weekly live virtual class meetings are held synchronously at a specified time.
- The instructor actively leads the sessions, presenting content, facilitating discussions, and engaging with students.
- The meetings focus on academic content that is directly tied to course objectives, such as lectures, case studies, demonstrations, or skill-based exercises.
- Students can interact with the instructor and peers during the sessions, asking questions and participating in discussions or activities.

DA60B Dental Office Business Practices II (Synchronous)

- Weekly live virtual class meetings are held synchronously at a specified time.
- The instructor actively leads the sessions, presenting content, facilitating discussions, and engaging with students.
- The meetings focus on academic content that is directly tied to course objectives, such as lectures, case studies, demonstrations, or skill-based exercises.
- Students can interact with the instructor and peers during the sessions, asking questions and participating in discussions or activities.

G. Summary

Use this opportunity to reflect on your discussions above and include any closing thoughts.

The program adapted to pandemic challenges by deferring a class in 2020-2021 and introducing the apprenticeship program to expand student opportunities. The apprenticeship offered an alternative pathway to students with benefits like paid internships and subsidized tuition, but balancing enrollment between it and the 9-month program was challenging. With the apprenticeship on hiatus, the focus will shift to ensuring the 9-month program's sustainability, stable enrollment, and strong student support as key steps before reconsidering the apprenticeship track. Faculty will prioritize student support through progress check-ins, academic counseling, and mentoring. In-class support will be strengthened through more hands-on practice and the use of embedded tutors. If resources are limited, faculty will provide direct student support with peer-assisted learning, review sessions, active learning strategies, and supplemental materials. By aligning available resources with student needs, the program can maintain high-quality education and create a sustainable framework for future success.

H. Rubric

Click the link below to view the Instructional Template Rubric.

https://foothilldeanza-my.sharepoint.com/:w:/g/personal/20078222_fhda_edu/EeXQOxxcnqRGsXkb-Btxsz4BoUlaCXwgPngOB_gc8HQemw?e=2EgwaV

End of Instructional Discipline Template

Career and Technical Education Programs Addendum

Career and Technical Education Programs Addendum 2024

A. Re-Accreditation Information

1. When was your last re-accreditation visit?

June 13-15, 2018

2. Did the program maintain accreditation?

- yes
 no

3. Were there any commendations/special mentions identified? If yes, please elaborate.

It is the policy of the Commission on Dental Accreditation to not award commendations or special mentions due to the fact that when they were awarded some programs (not Foothill College) would ask for monetary incentives.

4. What were the major citations of the last re-accreditation report (e.g. areas of improvement, strategic direction, facilities, personnel, etc.)?

The program needed to include didactic and laboratory/preclinical instruction for dental emergencies. This was a recommendation made by the site visiting team and the program director submitted a report with appropriate documentation before the recommendation went to the CODA Review Committee. Therefore, the program received a status of "Accredited with no reporting requirement".

5. What actions has the program taken to address the accreditation citations/recommendations? What barriers has the program faced in implementing improvements?

The program director submitted a report with appropriate documentation before the recommendation went to the CODA Review Committee. Therefore, the program received a status of "Accredited with no reporting requirements). No barriers were encountered.

6. If applicable, what areas of concern were noted during the annual accreditation report?

No areas of concern were noted during the annual accreditation report.

B. Advisory Board

1. Did the program hold an annual advisory meeting each year of the five-year cycle?

- yes
 no

2. Did the program submit advisory board meeting minutes each year of the five-year cycle?

- yes
 no

3. Web link to meeting minutes?

<https://foothilldeanza-my.sharepoint.com/my?id=%2Fpersonal%2F11250768%5Ffhda%5Fedu%2FDocuments%2FADVISORY%20BOARD%2FAdvisory%20Board%20meeting%20minutes%20pdf&ga=1>

4. Were there any advisory board commendations/special mentions identified?

The advisory board is always complimentary of the dental assisting program with many dentists on the board employing 1 or more dental assisting graduates.

5. Are there any identified actions for improvement or recommendations based on feedback from the program's advisory board?

The advisory board emphasized the pressing need to address workforce shortages in dental assistants. A question was raised about whether the programs could increase enrollment to meet this demand. Additionally, dentists recommended integrating digital scanning technology into the curriculum to better prepare students for current industry standards.

6. What actions has the program taken to address recommendations made by the Advisory Board? What barriers has the program faced in implementing improvements?

Enrollment capacity is limited by student-faculty ratios set by our accrediting body. The program requested two digital scanners to be shared with the dental hygiene program and is currently in the process of purchasing one. This scanner will be incorporated into the curriculum once received. Due to the high cost of the equipment, we are seeking approval to purchase the second scanner.

C. Regional Labor Demand

Visit <https://foothill.edu/programreview/prg-rev-docs/24-25-pr-data/cte-data/cte-labor-demand-2024-25.pdf> to view your program data.

Data is collected from Cal-PASS Plus LaunchBoard.

1. In the data table, what does the regional labor demand data trend indicate?

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

2. Describe the regional demand for labor in this sector. If the projected data trend shows no change/flat, an increase, or decrease in labor demand, explain why.

The regional demand for labor in the dental assisting sector in California showed a slight decrease of 6% from 2016 to 2021, likely due to the impacts of the COVID-19 pandemic, which disrupted healthcare services and employment trends. However, long-term projections indicate a robust recovery and growth in this sector. According to the California Employment Development Department, the need for dental assistants in the state is expected to increase by 16.5% (8,100 jobs) between 2016 and 2026, outpacing the average growth rate for all occupations in California. This projected growth highlights the continuing demand for skilled dental assistants, driven by population growth, increased access to dental care, and expanding dental practices.

D. Regional Labor Supply

Visit <https://foothill.edu/programreview/prg-rev-docs/24-25-pr-data/cte-data/cte-labor-supply-2024-25.pdf> to view your program data.

Data is collected from Cal-PASS Plus LaunchBoard.

1. In the data table, what does the regional labor supply data trend indicate?

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

2. Describe the regional supply for labor in this sector over the last five years. If the data trend shows no change/flat, an increase, or decrease in labor supply, explain why.

The regional supply of labor in the dental assisting sector over the last five years has shown a slight decline. The number of graduates prepared to enter the workforce decreased from 409 in 2017-18 to 362 in 2020-21. This trend reflects a 11.5% drop in labor supply, which may be attributed to several factors, including disruptions caused by the COVID-19 pandemic, such as limited in-person training opportunities and decreased enrollment in dental assisting programs. Additionally, program closures or reduced capacity in some educational institutions may have contributed to the decrease.

E. Regional Wages

Visit <https://foothill.edu/programreview/prg-rev-docs/24-25-pr-data/cte-data/cte-regional-wages-2024-25.pdf> to view your program data.

Data is collected from Cal-PASS Plus LaunchBoard.

1. In the data table, what does the wage data trend indicate?

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

2. Describe the regional trend for wages in this sector over the last five years. If the data trend shows no change/flat, an increase, or decrease in wages, explain why.

The regional trend for wages in the dental assisting sector over the last five years shows a gradual decline. Wages decreased from \$36,328 in 2016-17 to \$33,296 in 2019-20, representing an 8.3% drop. This decline may be attributed to several factors, including economic pressures from the COVID-19 pandemic, which led to reduced hours or temporary closures of dental practices. Additionally, a shift toward part-time or contract-based positions may have contributed to a decrease in wages.

F. Program 13.5 Course Completion

Program 13.5 Course Completion					
Unduplicated Headcount	2018-29	2019-20	2020-21	2021-22	2022-23
Dental Assisting	22	23	0	26	20
Music Technology	64	46	46	46	55
Pharmacy Technology	26	15	12	17	9
Theatre Technology	8	7	1	4	6

CTE courses offered between 2018-19 and 2022-23 that were used to retrieve completion counts include the following:

Dental Assisting: DA 50, 51A, 51B, 51C, 53A, 53B, 53C, 56, 57, 58, 60A, 60B, 62A, 62B, 62C, 63, 65, 66, 67, 71, 73, 74, 85, 88, 100, 200L

Music Technology: MTECH 49, 50A, 51A, 51B, 51C, 52A, 52B, 53A, 53B, 54A, 55A, 55B, 55C, 57A, 57B, 60A, 60B, 62A, 62B, 62C, 70A, 70B, 70C, 70D, 70E, 70F, 72B, 72C, 80A, 82A, 88A, 88B, 88C, 90A

Pharmacy Technology: PHT 50, 51, 52A, 52B, 53, 54A, 54B, 55A, 55B, 55C, 56, 56A, 56B, 58, 60, 61, 62, 63, 64A, 64B, 101, 102, 103, 200L

Theatre Technology: THTR 21A, 21B, 21C, 25, 25B, 27, 31, 40A, 40B, 42, 45A, 45B, 45C, 45D, 45E, 45F

1. In the data table, what does the data trend indicate about the number of students completing the 13.5 CTE units each year in the last five years within your program?

- the data trend shows an increase in the number of students completing the 13.5 CTE units
- the data trend shows a decrease in the number of students completing the 13.5 CTE units
- the data trend shows no change and/or is flat in the number of students completing the 13.5 CTE units

2. If the data trend shows no change/flat, an increase, or decrease in the number of students completing the 13.5 CTE units, explain why.

The data trend fluctuated due to program changes and external challenges. In 2020-2021, no students were accepted (COVID-19). The apprenticeship program introduced in 2021 increased enrollment but led to varied attrition. In 2021-2022, 3 apprenticeship and 7 9-month program students left for academic or personal reasons. In 2022-2023, 1 student withdrew, and in 2023-2024, 5 students from the 9-month program left (4 personal, 1 academic). The program changes and external factors have since stabilized with the program shifting focus to the 9-month track and the interim program director has settled into the position, ensuring greater consistency. To support students, the program will prioritize academic counseling, mentoring, and regular check-ins. Faculty will also integrate embedded

tutoring and peer support to address challenges early. Targeted interventions will help overcome personal and academic barriers, improving retention and completion rates. The program will continue to monitor trends and adjust strategies to enhance student success.

G. Program Graduate Employment Rates

Visit <https://foothill.edu/programreview/prg-rev-docs/24-25-pr-data/cte-data/cte-graduate-employment-2024-25.pdf> to view your program data.

Data is collected from Cal-PASS Plus LaunchBoard.

1. In the data table above, what does the graduate employment rate indicate for certificate/degree completers (e.g., Within one year after Community College Completion)?

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

2. Describe the graduate employment rate trend for both certificates and degrees. If the projected data trend shows no change/flat, an increase, or decrease, explain why.

The graduate employment rate has fluctuated between 76% and 85% from 2011-2019, with a significant drop to 69% in 2019-2020 and no data for 2020-2021, likely due to the pandemic. To better understand the reasons behind these fluctuations, the program will implement graduate surveys to gather data on employment outcomes. This will help identify factors contributing to lower employment rates, such as industry demand, geographic location, or qualifications, and inform targeted efforts to improve graduate success. Addressing these issues will also help reduce wage discrepancies and better align training with workforce needs.

H. Rubric

Click the link below to view the CTE Rubric.

https://foothilldeanza-my.sharepoint.com/:w/g/personal/20078222_fhda_edu/EfCQKifAQJ5CuiSxyaRj3HABY6VJfarZN9tSOG7WcV-jnA?e=4Qd4Gb