

Instructional Discipline Template

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A. Program Information

Program Mission Statement

Please enter your mission statement here.

Answer:

The purpose of the dental assisting program is to educate students who will positively impact the oral health status of the community. To that end, the program accepts a diverse population of students in an effort to reflect the rich diversity of the California population. This education will include didactic, laboratory and clinical courses in the basic, social and dental sciences, liberal arts and public health with emphasis on the clinical aspect of the dental assisting practice. This education will provide the student with a foundation to pursue life long learning.

Program Level Student Learning Outcomes

Please list the program level student learning outcomes.

Answer:

Upon completion of the Dental Assisting Program graduates will demonstrate entry-level competency skills mandated by the Commission on Dental Accreditation and the Dental Board of California (aligns with ILO of Communication, Creative, Critical, and Analytical Thinking, Community/Global Consciousness & Citizenship). Upon completion of the Dental Assisting Program graduates will implement proper radiation safety for patients, self, and others (aligns with ILO of Community/Global Consciousness & Citizenship).

Enrollment Variables and Trends

Enrollment Trends
Biological & Health Sciences - Dental Assisting-FH

	2014-15	2015-16	2016-17	2017-18	2018-19	5-yr %Inc
Unduplicated Headcount	24	23	17	23	23	-4.2%
Census Enrollment	442	435	325	386	426	-3.6%
Sections	26	26	26	27	26	0.0%
WSCH	731	725	532	637	730	-0.1%
FTES (end of term)	48	48	35	42	48	-0.1%
FTEF (end of term)	2.4	2.5	2.5	2.6	2.6	6.1%
Productivity (WSCH/FTEF)	304	295	216	241	286	-5.9%

B. FTES - Enrollment Trends

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

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

Discuss the factors that would help the college understand these trends and whether there are tangible reasons for the increase or decrease.

Answer:

The dental assisting program is accredited by the Commission on Dental Accreditation which mandates certain faculty to student ratios (maximum enrollment 24). The most restrictive ratio is a 1:6 faculty to student ratio. . For the last 3 years, the program was not able to fill the class. Reasons for less students accepting to program: inadequate dissemination of information for students to make informed decisions about applying to program. Full-time schedule could also be deterrent for students who have to work.

2. Looking at the data trend, has the faculty/staff discussed proposed actions to stabilize/increase FTES?

- yes
- no

If yes, describe the proposed actions for stabilizing/increasing the FTES.

Answer:

Revamp curriculum requiring less hours per day. A concentrated effort starting in January by Marketing, Workforce, and Outreach to improve program visibility. Connect with Dept. of Rehab. for applicant referral. Request changes to backward website location and request allied health program app in portal be labelled "Allied Health Applications" instead of just "Allied Health". Dissemination of postcards asking dental offices to post in over 1000 dental offices. PD cell phone on website.

C. Sections - Enrollment Trends

1. In the data table above, what does the data trend indicate about the number of sections offered?

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

If the data trend shows an increase or decrease in sections, explain why the number of sections increased or decreased.

Answer:

The number of sections in the program will always remain the same. However there is a decrease in enrollment. There are more students applying to the program but less students accepting to the program. Data: 2016-17 (32 applicants). 2017-18 (35 applicants). 2018-19 (57 applicants). 2019-20 (52 applicants). Reasons could include: loss of program career counselor, backward website location, less recruitment and exposure of program resulting in inadequate dissemination of information for students to make informed decisions about applying to program. Full-time schedule could also be deterrent for students who have to work.

If the data indicates an increase in sections with a decrease in FTES, explain why the number of sections increased while FTES decreased.

Answer:

N/A

D. Productivity - Enrollment Trends

1. In the data table above, what does the data trend indicate about the productivity number?

- the data trend shows the productivity number increased
- the data trend shows the productivity number decreased
- the data trend shows no change in the productivity number

If the data trend shows an increase or decrease in productivity, explain why the productivity increased or decreased.

Answer:

A majority of students dropped from the program due to being academically unsuccessful in the Fall quarter.

2. Does the data trend suggest changes are necessary to improve productivity?

- yes
- no

If yes, describe the proposed actions for stabilizing/increasing the productivity number.

Answer:

Trend: students who are successful in Fall quarter are more likely to complete the program in June. Three bilingual tutors have been hired and tutor outside of class time or are embedded tutors. Revamping curriculum to less hours can provide more study time for students. Enrollment cap is 24 students. Productivity is improved by accepting and retaining 24 students during the academic year. Adding a second tract of completely new students using an apprenticeship model with 7 classes and 15 months (1280 hours) of paid work experience requiring enrollment could increase productivity.

E. Enrollment by Student Demographics

Enrollment Distribution



by Gender

	2014-15		2015-16		2016-17		2017-18		2018-19	
	Enr	Percent								
Female	402	91%	406	93%	325	100%	380	98%	321	75%
Male	40	9%	29	7%	0	0%	6	2%	105	25%
Total	442	100%	435	100%	325	100%	386	100%	426	100%

by Ethnicity

	2014-15		2015-16		2016-17		2017-18		2018-19	
	Enr	Percent								
African American	27	6%	53	12%	0	0%	21	5%	0	0%
Asian	139	31%	134	31%	42	13%	118	31%	213	50%
Filipinx	21	5%	42	10%	42	13%	63	16%	63	15%
Latinx	126	29%	48	11%	160	49%	113	29%	113	27%
Pacific Islander	6	1%	0	0%	0	0%	0	0%	0	0%
White	117	26%	137	31%	81	25%	71	18%	37	9%
Decline to State	6	1%	21	5%	0	0%	0	0%	0	0%
Total	442	100%	435	100%	325	100%	386	100%	426	100%

by Age

	2014-15		2015-16		2016-17		2017-18		2018-19	
	Enr	Percent								
19 or less	14	3%	50	11%	6	2%	0	0%	0	0%
20-24	251	57%	193	44%	144	44%	135	35%	205	48%
25-39	150	34%	192	44%	154	47%	230	60%	214	50%
40 +	27	6%	0	0%	21	6%	21	5%	7	2%
Total	442	100%	435	100%	325	100%	386	100%	426	100%

by Education Level

	2014-15		2015-16		2016-17		2017-18		2018-19	
	Enr	Percent								
Bachelor or higher	55	12%	21	5%	21	6%	125	32%	42	10%
Associate	42	10%	63	14%	42	13%	27	7%	73	17%
HS/Equivalent	345	78%	351	81%	262	81%	184	48%	297	70%
All Other	0	0%	0	0%	0	0%	50	13%	14	3%
Total	442	100%	435	100%	325	100%	386	100%	426	100%

a. Enrollment by Gender

The following questions concern enrollment distribution by gender.

1. In the data table above, what does the data trend indicate about program enrollment by gender?

Females

- the data trend shows an increase in the female enrollment rates
- the data trend shows a decrease in the female enrollment rates
- the data trend shows no change in the female enrollment rates

Males

- the data trend shows an increase in the male enrollment rates
- the data trend shows a decrease in the male enrollment rates
- the data trend shows no change in the male enrollment rates

If the data trend shows a change in male or female enrollment, explain why there was a change.

Answer:

The data shows a decrease in females and an increase in males. It is unknown why there is an increase in male enrollment. Three of the 5 male students who completed the program in 2018-19 were interested in dental hygiene or dentistry and may have applied because the college has a dental hygiene program. However, the same reasoning applies to the female students in the program.

2. Does your program differ in the percentage of males to females, in this most recent year, compared to the College? (College 2018-19 = 52% Female, 48% Male)

- yes
- no

If the data indicates a lack of gender parity in your program as compared to the college percentages, what is the source of that disparity and what proposed/planned actions is the program taking to achieve parity?

Answer:

Job market statistics reflect the lack of gender parity in the program. The career has been traditionally dominated by women, however, there may be an unexplained improvement similar to other allied health careers such as nursing and dentistry (UCSF School of dentistry 70% female students). The program will continue to highlight male students in program brochures and attempt to have a more male presence at recruitment activities. A postcard sent to over 1000 dental offices to be posted in the office will feature a male and female dental assistant.

Data Table for Enrollment by Gender of Declared Majors

https://foothill.edu//programreview/prg-rev-docs/fh-programreview2019_20enroll-by-gender-and-declared-major.pdf (https://foothill.edu//programreview/prg-rev-docs/fh-programreview2019_20enroll-by-gender-and-declared-major.pdf)

Click the link to view Enrollment by Gender of Declared Majors data table and respond to the questions below.

3. In the data table above, what does the data trend indicate about enrollment (headcount) by gender of declared majors in the program?

Females

- the data trend shows an increase in the female enrollment of the declared major
- the data trend shows a decrease in the female enrollment of the declared major
- the data trend shows no change in the female enrollment of the declared major

Males

- the data trend shows an increase in the male enrollment of the declared major
- the data trend shows a decrease in the male enrollment of the declared major
- the data trend shows no change in the male enrollment of the declared major

b. Enrollment by Ethnicity

The following questions concern enrollment distribution by ethnicity.

1. In the data table above, what do the data trends indicate about program enrollment by ethnicity?

African American

- the data trend shows an increase in the African Americans enrollment rates
- the data trend shows a decrease in the African Americans enrollment rates
- the data trend shows no change in the African Americans enrollment rates

Asian

- the data trend shows an increase in the Asian enrollment rates
- the data trend shows a decrease in the Asian enrollment rates
- the data trend shows no change in the Asian enrollment rates

Filipinx

- the data trend shows an increase in the Filipinx enrollment rates
- the data trend shows a decrease in the Filipinx enrollment rates
- the data trend shows no change in the Filipinx enrollment rates

Latinx

- the data trend shows an increase in the Latinx enrollment rates
- the data trend shows a decrease in the Latinx enrollment rates
- the data trend shows no change in the Latinx enrollment rates

Native American

- the data trend shows an increase in the Native American enrollment rates
- the data trend shows a decrease in the Native American enrollment rates
- the data trend shows no change in the Native American enrollment rates

Pacific Islander

- the data trend shows an increase in the Pacific Islander enrollment rates
- the data trend shows a decrease in the Pacific Islander enrollment rates
- the data trend shows no change in the Pacific Islander enrollment rates

White

- the data trend shows an increase in the White enrollment rates
- the data trend shows a decrease in the White enrollment rates
- the data trend shows no change in the White enrollment rates

Decline to State

- the data trend shows an increase in the Decline to State enrollment rates
- the data trend shows a decrease in the Decline to State enrollment rates
- the data trend shows no change in the Decline to State enrollment rates

2. Does your program differ in enrollment distribution among ethnic groups, in this most recent year, compared to the College enrollment by ethnic group? (College 2018-19 = 5% African American, 30% Asian, 5% Filipinx, 26% Latinx, 0% Native American, 1% Pacific Islander, 29% White, 4% Decline to State)

- yes
- no

If yes, looking at the ethnic groups above, explain changes identified over the past five years for each ethnic group (address each ethnic group by bullet point).

Answer:

For below, few dental professionals of same race in Bay Area - lack of identification with dental professionals of same race o African American - decrease o Pacific Islander - decrease For below, the program has experienced an increase in ESL students. The program does not require Math or English prerequisites which may make the program desirable for non-native English speakers. o Asian - at or above o Filipinx - increase o Latinx - increase For below, reason unknown. o Native American- below/no change? o White - decrease o Decline to state - decrease

3. Do the data trends suggest programmatic actions are necessary to address disparities in enrollment by ethnicity, including low enrollment within a particular group?

- yes
- no

If yes, describe the proposed actions for addressing disparities in enrollment by ethnic group within the program.

Answer:

There is a disparity in enrollment by African American and Pacific Islander students. The program can seek faculty and dental professional mentors reflecting the respective ethnicity so students can identify and relate to successful dental professionals of their race. The program brochure and other recruitment materials need to highlight African American and Pacific Islander students as well as

F. Student Course Success

Course Success Rates by Unit

Course Success Biological & Health Sciences - Dental Assisting-FH											
	2014-15		2015-16		2016-17		2017-18		2018-19		
	Grades	Percent									
Success	426	96%	420	97%	311	96%	362	94%	422	99%	
Non Success	2	0%	7	2%	6	2%	5	1%	3	1%	
Withdrew	14	3%	8	2%	8	2%	19	5%	0	0%	
Total	442	100%	435	100%	325	100%	386	100%	425	100%	

Course Success for African American, Latinx, and Filipinx Students

	2014-15		2015-16		2016-17		2017-18		2018-19	
	Grades	Percent								
Success	168	97%	135	94%	200	99%	191	97%	176	100%
Non Success	0	0%	0	0%	2	1%	0	0%	0	0%
Withdrew	6	3%	8	6%	0	0%	6	3%	0	0%
Total	174	100%	143	100%	202	100%	197	100%	176	100%

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

	2014-15		2015-16		2016-17		2017-18		2018-19	
	Grades	Percent								
Success	258	96%	285	98%	111	90%	171	90%	246	99%
Non Success	2	1%	7	2%	4	3%	5	3%	3	1%
Withdrew	8	3%	0	0%	8	7%	13	7%	0	0%
Total	268	100%	292	100%	123	100%	189	100%	249	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.

Printed on 12/5/2019

a. Student Course Success

1. In the data table above, what does the data trend indicate about overall course success?

- the data trend shows an increase in the students' course success percentage
- the data trend shows a decrease in the students' course success percentage
- the data trend shows no change in the students' course success percentage

If the data trend shows an increase, decrease, or no change in students' course success percentage, explain what programmatic factors led to such a trend.

Answer:

Equity interventions by faculty Bilingual tutors - embedded and available on evenings and weekends Printing of course lecture, lab and clinic manuals Mandatory weekly meetings with Program Director

2. Do the data suggest changes are necessary to improve student course success?

- yes
- no

If yes, describe the proposed actions for stabilizing/increasing the student's course success percentages.

Answer:

The curriculum will be revised to reflect less hours and a schedule which allows students who need to work the time to work. Program director working on curriculum changes in 2019-20 academic year.

b. Student Course Success by Student Groups

1. In the data table above, what is the observed trend for course success rates for African American, Filipinx, and Latinx student groups?

- the data trend shows an increase in the course success percentage
- the data trend shows a decrease in the course success percentage
- the data trend shows no change in the course success percentage

2. In the data table above, what is the observed trend for course success rates for Asian, Native American, Pacific Islander, White, and Decline to State student groups?

- the data trend shows an increase in the course success percentage
- the data trend shows a decrease in the course success percentage
- the data trend shows no change in the course success percentage

3. In the data table above, is there a course success gap between African-American, Latinx, Filipinx student groups and Asian, Native American, Pacific Islander, White, Decline to State student groups?

- yes
- no

If the data trend shows an increase or decrease in course success gap, explain why the course success gap increased or decreased.

Answer:

Asian, Native American, Pacific Islander, White, Decline to state are 1% less successful compared to the African-American, Latinx, Filipinx student groups.

4. Does the data suggest that changes are necessary to decrease student course success gap between African-American, Latinx, Filipinx student groups and Asian, Native American, Pacific Islander, White, and Decline to State student groups?

- yes
- no

If yes, what actions are program faculty and staff engaged in to decrease the course success gap between African-American, Latinx, and Filipinx student groups and Asian, Native American, Pacific Islander, White, and Decline to State student groups?

Answer:

The program will continue with these efforts: Equity interventions by faculty Provide bilingual tutors - embedded and available in evenings and weekends Printing of course lecture, lab and clinic manuals Mandatory weekly meetings with Program Director The program director will revise the curriculum to reflect less hours and a schedule which allows students who need to work the time to work. Program director working on curriculum changes in 2019-20 academic year.

G. Student Course Success by Demographics

a. Student Course Success by Gender

The following questions concern student success rates by gender.

Course Success Rates by Group

Success Rates by Gender
Biological & Health Sciences - Dental Assisting-FH

	2018-19							
	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Female	317	99%	3	1%	0	0%	320	100%
Male	105	100%	0	0%	0	0%	105	100%
All	422	99%	3	1%	0	0%	425	100%

2017-18

	Success		Non Success		Withdraw		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Female	362	95%	5	1%	13	3%	380	100%
Male	0	0%	0	0%	6	100%	6	100%
All	362	94%	5	1%	19	5%	386	100%

2016-17

	Success		Non Success		Withdraw		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Female	311	96%	6	2%	8	2%	325	100%
Male	0	N/A	0	N/A	0	N/A	0	100%
All	311	96%	6	2%	8	2%	325	100%

2015-16

	Success		Non Success		Withdraw		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Female	391	96%	7	2%	8	2%	406	100%
Male	29	100%	0	0%	0	0%	29	100%
All	420	97%	7	2%	8	2%	435	100%

2014-15

	Success		Non Success		Withdraw		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Female	388	97%	0	0%	14	3%	402	100%
Male	38	95%	2	5%	0	0%	40	100%
All	426	96%	2	0%	14	3%	442	100%

Success Rates by Age
Biological & Health Sciences - Dental Assisting-FH

2018-19

	Success		Non Success		Withdraw		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
19 or less	0	N/A	0	N/A	0	N/A	0	100%
20-24	201	99%	3	1%	0	0%	204	100%
25-39	214	100%	0	0%	0	0%	214	100%
40 +	7	100%	0	0%	0	0%	7	100%
All	422	99%	3	1%	0	0%	425	100%

2017-18

	Success		Non Success		Withdraw		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
19 or less	0	N/A	0	N/A	0	N/A	0	100%

20-24	124	92%	0	0%	11	8%	135	100%
25-39	217	94%	5	2%	8	3%	230	100%
40 +	21	100%	0	0%	0	0%	21	100%
All	362	94%	5	1%	19	5%	386	100%

2016-17

	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
19 or less	0	0%	0	0%	6	100%	6	100%
20-24	138	96%	4	3%	2	1%	144	100%
25-39	152	99%	2	1%	0	0%	154	100%
40 +	21	100%	0	0%	0	0%	21	100%
All	311	96%	6	2%	8	2%	325	100%

2015-16

	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
19 or less	50	100%	0	0%	0	0%	50	100%
20-24	180	93%	7	4%	6	3%	193	100%
25-39	190	99%	0	0%	2	1%	192	100%
40 +	0	N/A	0	N/A	0	N/A	0	100%
All	420	97%	7	2%	8	2%	435	100%

2014-15

	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
19 or less	12	86%	2	14%	0	0%	14	100%
20-24	249	99%	0	0%	2	1%	251	100%
25-39	144	96%	0	0%	6	4%	150	100%
40 +	21	78%	0	0%	6	22%	27	100%
All	426	96%	2	0%	14	3%	442	100%

Success Rates by Ethnicity
Biological & Health Sciences - Dental Assisting-FH

2018-19

	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
African American	0	N/A	0	N/A	0	N/A	0	100%
Asian	213	100%	0	0%	0	0%	213	100%
Filipinx	63	100%	0	0%	0	0%	63	100%
Latinx	113	100%	0	0%	0	0%	113	100%
Pacific Islander	0	N/A	0	N/A	0	N/A	0	100%

White	33	92%	3	8%	0	0%	36	100%
Decline to State	0	N/A	0	N/A	0	N/A	0	100%
All	422	99%	3	1%	0	0%	425	100%

2017-18

	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
African American	21	100%	0	0%	0	0%	21	100%
Asian	105	89%	5	4%	8	7%	118	100%
Filipinx	63	100%	0	0%	0	0%	63	100%
Latinx	107	95%	0	0%	6	5%	113	100%
Pacific Islander	0	N/A	0	N/A	0	N/A	0	100%
White	66	93%	0	0%	5	7%	71	100%
Decline to State	0	N/A	0	N/A	0	N/A	0	100%
All	362	94%	5	1%	19	5%	386	100%

2016-17

	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
African American	0	N/A	0	N/A	0	N/A	0	100%
Asian	42	100%	0	0%	0	0%	42	100%
Filipinx	42	100%	0	0%	0	0%	42	100%
Latinx	158	99%	2	1%	0	0%	160	100%
Pacific Islander	0	N/A	0	N/A	0	N/A	0	100%
White	69	85%	4	5%	8	10%	81	100%
Decline to State	0	N/A	0	N/A	0	N/A	0	100%
All	311	96%	6	2%	8	2%	325	100%

2015-16

	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
African American	51	96%	0	0%	2	4%	53	100%
Asian	134	100%	0	0%	0	0%	134	100%
Filipinx	42	100%	0	0%	0	0%	42	100%
Latinx	42	88%	0	0%	6	13%	48	100%
Pacific Islander	0	N/A	0	N/A	0	N/A	0	100%
White	130	95%	7	5%	0	0%	137	100%
Decline to State	21	100%	0	0%	0	0%	21	100%
All	420	97%	7	2%	8	2%	435	100%

2014-15

	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
African American	21	78%	0	0%	6	22%	27	100%

Asian	133	96%	0	0%	6	4%	139	100%
Filipinx	21	100%	0	0%	0	0%	21	100%
Latinx	126	100%	0	0%	0	0%	126	100%
Pacific Islander	6	100%	0	0%	0	0%	6	100%
White	115	98%	0	0%	2	2%	117	100%
Decline to State	4	67%	2	33%	0	0%	6	100%
All	426	96%	2	0%	14	3%	442	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.

Printed on 12/5/2019

1. In the data table above, what does the data indicate about program course success by gender?

Females

- the data trend shows an increase in the female course success rates
- the data trend shows a decrease in the female course success rates
- the data trend shows no change in the female course success rates

Males

- the data trend shows an increase in the male course success rates
- the data trend shows a decrease in the male course success rates
- the data trend shows no change in the male course success rates

If the data trend shows an increase or decrease in the male or female student course success percentages, explain why the percentage increased or decreased for both.

Answer:

There is an increase in male course success rate which is directly related to academic success. The male students who were not successful in the past struggled academically. We believe the increase is due to the on-boarding of bilingual tutors for the program. The program has increased the number of available tutors in addition to increasing the number of hours the students can request for tutoring.

2. Do the data suggest changes are necessary to improve female or male student course success percentage rates?

- yes
- no

If yes, describe proposed actions to stabilize/increase the course success rates for either male or female.

Answer:

The program needs to continue to request funding for bilingual tutoring. The type of tutoring should be available in all forms such as embedded, weekend and evening availability.

b. Student Course Success by Ethnicity

These questions concern the course success rates of students by ethnicity.

1. In the data table above, what does the data trend indicate about program student course success by ethnicity?

African Americans

- the data trend shows an increase in the African Americans course success rates
- the data trend shows a decrease in the African Americans course success rates
- the data trend shows no change in the African Americans course success rates

Asian

- the data trend shows an increase in the Asian course success rates
- the data trend shows a decrease in the Asian course success rates
- the data trend shows no change in the Asian course success rates

Filipinx

- the data trend shows an increase in the Filipinx course success rates
- the data trend shows a decrease in the Filipinx course success rates
- the data trend shows no change in the Filipinx course success rates

Latinx

- the data trend shows an increase in the Latinx course success rates
- the data trend shows a decrease in the Latinx course success rates
- the data trend shows no change in the Latinx course success rates

Native American

- the data trend shows an increase in the Native American course success rates
- the data trend shows a decrease in the Native American course success rates
- the data trend shows no change in the Native American course success rates

Pacific Islander

- the data trend shows an increase in the Pacific Islander course success rates
- the data trend shows a decrease in the Pacific Islander course success rates
- the data trend shows no change in the Pacific Islander course success rates

White

- the data trend shows an increase in the White course success rates
- the data trend shows a decrease in the White course success rates
- the data trend shows no change in the White course success rates

Decline to State

- the data trend shows an increase in the Decline to State course success rates
- the data trend shows a decrease in the Decline to State course success rates
- the data trend shows no change in the Decline to State course success rates

If the data trend shows a decrease in any of the student ethnic groups' course success rates, explain why the percentage decreased for each (address each ethnic group by bullet point).

Answer:
N/A

2. Do the data indicate a gap in course success for any of the ethnic groups as compared to other groups?

- yes
- no

If yes, describe the reasons for the gap in course success.

Answer:
Even though all success rates are relatively high there is an interesting gap between the White ethnic group (85-95%) compared to the other ethnic groups which have higher success rates.

3. Do the data suggest that changes are necessary to improve program course success equality?

- yes
- no

If yes, describe the proposed actions for stabilizing/improving the course success by ethnicity.

Answer:
We are open to suggestions for this one. The program hired a part-time (who doesn't speak Spanish or Vietnamese) for the 2019-20 academic year.

Use this opportunity to provide feedback on the template or address a topic that was not previously discussed.

Answer:
I had difficulty when the trends were not obvious. I feel my interpretation is subjective and I did feel some discomfort taking a "educated guess" on some trends. Could there be a answer besides "increase, decrease or remain the same" for ethnic groups missing from program courses i.e. The program had no Pacific Islanders. Perhaps a answer that says "ethnic group not represented in course

success percentages"

This form is completed and ready for acceptance.

Career and Technical Education Programs Addendum

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A. Re-Accreditation Information

1. When was your last re-accreditation visit?

Answer:
June 2018

2. Did the program maintain accreditation?

- yes
 no

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

Answer:
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 that some programs (not Foothill) 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.)?

Answer:
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?

Answer:
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, however, prior to the site visit the program director had been requesting a digital scanner for many years in the annual budget request/program review stating it was mandatory for accreditation and did not receive funding for the scanner until just prior to the site visit.

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

Answer:
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?

Answer:
Minutes provided upon request (miyasakicara@fhda.edu)

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

Answer:
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?

Answer:
The advisory board dentists are concerned about the shortage of dental assistants in the Bay Area (and California in general). There was concern about the inability to fill the assisting class for the past 3 years. One dentist recommended emphasizing ergonomics with the students to avoid chronic health issues associated with bad posture. Another concern was voiced about spelling.

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

Answer:
Ergonomics is emphasized during preclinical and clinical courses. The program now has spelling tests incorporated in the exams. Recruiting efforts include: hiring recruitment specialists/tutors, PD cell phone on website, printing postcards for dental offices, concentrated recruitment by outreach and marketing, etc. The schedule will be revised to allow students to work. The biggest barrier recruiting enough students for a full class is lack of outreach, recruitment efforts, visibility in portal, and targeting students who will accept a spot in the program.

C. Regional Labor Demand

Visit <https://www.calpassplus.org/LaunchBoard/Community-College-Pipeline.aspx> (<https://www.calpassplus.org/LaunchBoard/Community-College-Pipeline.aspx>) to view your program data.

For questions on navigating the LaunchBoard website for Regional Labor Demand, see the user guide here

<https://www.loom.com/share/9651715dfbe343cca3f1ba0aaee458d2> (<https://www.loom.com/share/9651715dfbe343cca3f1ba0aaee458d2>) or contact Teresa Ong at ongteresa@fhda.edu or (650) 949-7794.

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

- the data trend shows an increase
- the data trend shows a decrease
- the data trend shows no change

2. Describe the regional demand for labor in this sector. If the projected data trend shows an increase or decrease in labor demand, explain why.

Answer:
The data shows an increase by 6.7%. There is currently a shortage of dental assistants in California This is such a concern to the California Dental Association the organization has formed a Task Force to investigate the shortage.

D. Regional Labor Supply

Visit <https://www.calpassplus.org/LaunchBoard/Community-College-Pipeline.aspx> (https://www.calpassplus.org/LaunchBoard/Community-College-Pipeline.aspx) to view your program data.

For questions on navigating the LaunchBoard website for Regional Labor Supply, see the user guide here <https://www.loom.com/share/a8ba18e6897d4983aa9c10d9176429c4> (https://www.loom.com/share/a8ba18e6897d4983aa9c10d9176429c4) or contact Teresa Ong at ongteresa@fhda.edu or (650) 949-7794.

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

- the data trend shows an increase
- the data trend shows a decrease
- the data trend shows no change

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

Answer:

There has been an increase in the total people employed in the Bay Area from 11,917 in 2010 to 13,243 in 2015. The trend cannot be explained by an increase in number of dentists in California because in 2012 there were 35,000 and in Nov 2019 there were 34,698 active dental licenses. Non evidence-based reasons might be that the salary is not a living-wage in Bay Area, cost of living, lack of affordable housing, and the salary equals daycare fees so assistants choose to not work to avoid daycare fees.

E. Regional Wages

Visit <https://www.calpassplus.org/LaunchBoard/Community-College-Pipeline.aspx> (https://www.calpassplus.org/LaunchBoard/Community-College-Pipeline.aspx) to view your program data.

For questions on navigating the LaunchBoard website for Regional Wages, see the user guide here <https://www.loom.com/share/9f259c5c91344e4a9abf8dfcbca139a8> (https://www.loom.com/share/9f259c5c91344e4a9abf8dfcbca139a8) or contact Teresa Ong at ongteresa@fhda.edu or (650) 949-7794.

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

- the data trend shows an increase
- the data trend shows a decrease
- the data trend shows no change

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

Answer:

There is a slight increase in wages over the last five years. Non evidence based reasons may include that the shortage of dental assistants has forced dentists to "poach" dental assistants from other dental practices and in order to do so the dentist has to offer a higher salary.

F. Program 13.5 Course Completion

Visit <https://foothill.edu/programreview/prg-rev-docs/fh-cte-program-13.5-units.pdf> (https://foothill.edu/programreview/prg-rev-docs/fh-cte-program-13.5-units.pdf) to view your program data.

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 in the number of students completing the 13.5 CTE units

2. If the data trend shows an increase or decrease, explain why the number of students increased or decreased in completing the 13.5 CTE units.

Answer:

The program accepts 24 students and there is always some attrition, however the data trend shows no change in the number of students completing the 13.5 CTE units. Here are some observations: For the last two years there was a increase in the number of applications to the program, however, over half of the students who applied declined their acceptance. This could be due to the full-time schedule or the lack of dissemination or understanding of the requirements upon acceptance.

G. Program Graduate Employment Rates

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
- the data trend shows a decrease
- the data trend shows no change

2. Describe the graduate employment rate trend for both certificates and degrees. If the projected data trend shows an increase or decrease, explain why.

Answer:

Employment rate is 81%. This could be explained by survey data obtained by the program. Upon graduation appx. 1/3 of the students attend school full-time, appx. 1/3 work full or part-time and attend school part-time, and appx. 1/3 work full-time. Therefore, the data probably indicates that the graduates who are not gainfully employed are attending school full-time to pursue higher education. Survey data also indicates that occasionally a student will choose to be a stay-at-home mom or decide that a career in dental assisting was not for them.

This form is completed and ready for acceptance.