

# YEARLY PLANNING DISCUSSION TEMPLATE

## General Questions

**Program Name** Dental Assisting **Academic Year** 2024-2025

1. Has your program mission or primary function changed in the last year? No. The current mission statement reflects the values of the faculty in the dental assisting program:
  - To educate our students through a process that develops their powers of reasoning and judgment for the purpose of synthesizing knowledge.
  - To train our students by imparting technical skills and proficiencies through drills and specific exercises.
  - To inspire our students to excel in their chosen profession through skilled workmanship and scholarship
2. Were there any noteworthy changes to the program over the past year? (eg, new courses, degrees, certificates, articulation agreements)
  - The Dental Assisting (DA) Program did not make any changes to courses, certificate, and associate degree. There are Title 5 mandated degree requirements that impact the DA associate degree.
  - The DBC rolled out multiple pathways to RDA licensure effective January 1, 2025. The three pathways to licensure are the (1) board-approved education pathway, (2) work experience pathway, and (3) blended education/work experience pathway.
  - The DA program started a new partnership with Community Health Centers of the Central Coast (CHC-CC) to pilot a blended pathway to registered dental assisting (RDA) licensure.
  - The DA program is working on the California Dental Board (DBC) re-approval of the stand-alone, fee-based courses: Law and Ethics, Infection Control, Pit and Fissure and Sealants, Coronal Polishing, and Radiography.
  - The DA program welcomed a new program coordinator / director, Amy Gisclon.
3. Is your two-year program map in place and were there any challenges maintaining the planned schedule? The DA Program director-coordinator is currently reviewing and proposing changes to the DA program map. The DA students continue to stay on track with the program sequence and requirements.
4. Were there any staffing changes?
  - A new DA program coordinator-director officially started in fall 2024.
  - The DA PT pool lost one faculty due to full-time assignment. The part-time DA faculty pool decreased from eight to seven.
  - The DBC mandated the instructor-to-student ratio in clinical settings at 1 instructor for every six students. The DA program faculty continue to work collaboratively to comply with the requirement. There are considerations for hiring at least one more part-time DA faculty.
5. What were your program successes in your area of focus last year? The 2023-24 program review focused on EDUCATION and PARTNERSHIPS.
  - The eleven DA students (out of 14) were successful on their first attempt at RDA licensure. One student was successful on the second attempt.

- The DA program keeps abreast of student licensure pass rates. It struggles with following up on the employment rates of the graduates.
- Acquisition of 3D printer and new ultrasonic cleaner.
- The DA program enrollment was increased in fall 2024. Twenty-three students started in fall 2024 while 18 students are poised to complete the program by end of spring 2025.
  - Fall 2024. Three (3) students withdrew the program due to poor academic grades. These students had intensive counseling from the learning assistance program team and DA faculty.
  - Spring 2025. Two students decided to withdraw. One student decided to pursue another career path (Radiography) while the other opted out of the DA careers due to personal reasons.
  - The enrollment increase indicated the steady increase of student interest and persistence in the dental assisting careers that dwindled during the pandemic years.
  - The DA program continues to seek opportunities and college collaborations to improve outreach. (1) The DA program director-coordinator continues to work with public affairs in reaching out to high students and other public venues. (2) March 5, 2025. The DA program director-coordinator hosted an open house for 40 students. (3) The DA program director-coordinator worked with Early College Coordinator to provide information session for students who are interested in DA careers.
  - The local dentists in both San Luis Obispo and northern Santa Barbara counties have positive feedback on the AHC DA graduates.
  - Spring 2025. The DA program piloted a blended pathway with CHC-CC. The DA faculty continues to explore alternative, student-friendly, community partner-friendly, and resource-conservative avenues to supply the much-needed registered dental assistants in the community.

### **Learning Outcomes Assessment**

1. Please summarize the key results from this year's assessment. All PLOs are met by program completers.
2. Please summarize your reflections, analysis, and interpretation of the learning outcome assessment and data.  
 Assessment data are not relevant in identifying key issues in the program. It does not account for individual student reasons for not continuing the program. Analysis also does not account for the two students who are piloting the blended pathway that started Spring 2025.
3. Please summarize recommendations and/or accolades that were made within the program/department.
  - The onboarding of a new DA program director-coordinator, Amy Gisclon.
  - Reapproval of the stand-alone courses. A work-in-progress with the California Dental Board.
  - Reestablishment collaborative relationships with San Luis Obispo and Santa Barbara County dental societies.
  - Initiated conversations regarding feasibility of Dental Hygiene program.

4. Please review and attach any changes to planning documentation, including PLO rubrics, associations, and cycles planning. There are no changes at this time.

**Distance Education (DE) Modality Course Design Peer Review Update (Please attach documentation extracted from the *Rubric for Assessing Regular and Substantive Interaction in Distance Education Courses*)**

All Dental Assisting program courses are offered face-to-face. A hybrid instructional modality to offer a hybrid dental assisting courses in the future is something to consider.

- a. Which courses were reviewed for regular and substantive interactions (RSI)?
- b. What were some key findings regarding RSI?
  - Some strengths:
  - Some areas of possible improvement:
- c. What is the plan for improvement?

**CTE two-year review of labor market data and pre-requisite review**

1. Does the program meet documented labor market demand? The DA program does meet the documented labor market demand, but there is still a shortage of dental assistants in both Santa Barbara and San Luis Obispo counties.

Lightcast (2024) reported 941 DA jobs, with compensation at \$52,729, and 36 job postings.



**Comparison of SB and SLO counties to national averages**

Region	2024 Jobs	2035 Jobs	Change	% Change
● 2 California MSAs	941	1,028	87	9.3%
● National Average	867	959	93	10.7%

\*National average values are derived by taking the national value for Dental Assistants and scaling it down to account for the difference in overall workforce size between the nation and your area. In other words, the values represent the national average adjusted for region size.

Santa Barbara and San Luis Obispo counties continues to have demand for DAs with a reported 9.3% increase in jobs from 2024-2035.

2. How does the program address needs that are not met by similar programs?

- The DA program is the only program accredited by the California Dental Board in SB and SLO counties currently and offers an Education Pathway to Licensure which is a faster way to becoming an RDA.
  - There are discussions regarding another DA program in Cuesta College.
3. Does the employment, completion, and success data of students indicate program effectiveness and vitality? Please, explain.
    - Employment, completion, and success of students does indicate program effectiveness and vitality. Although there is a shortage of dental assistants in Santa Barbara and San Luis Obispo counties, the shortage is not reflective of the program. There are other factors that come into play regarding DA graduates seeking employment out of the area. For instance, the area has a high cost of living with unrealistic wages.
  4. Has the program met the Title 5 requirements to review course prerequisites, and advisories within the prescribed cycle of every 2 years for CTE programs and every 5 years for all others? There are no changes to course requisites.
  5. Have recommendations from the previous report been addressed? The recommendations continue to be work-in-progress like outreach and recruitment, approval of stand-alone courses, and development of alternate pathways for RDA licensure.

New Program Planning Initiative (Objective) – Yearly Planning Only	
<b>Title (including number):</b>	Repair, maintain, and/or replace the presentation station in M114.
<b>Planning years:</b>	(The academic years this will take to complete) 2025-2026, 2026-2027, 2027-2028
<b>Description:</b> (A more detailed version of initiative. Please include a description of the initiative, why it is needed, who will be responsible, and actions that need to happen, so it is completed.) The dental lab's presentation station has not been updated. IT has identified that nearly all the AV and computer components in that room need to be upgraded/replaced. Quote for upgrade is pending from IT.	
<b>What college plans are associated with this Objective? (Please select from the list below):</b> <input checked="" type="checkbox"/> Ed Master Plan <input type="checkbox"/> Student Equity Plan <input type="checkbox"/> Guided Pathways <input type="checkbox"/> AB 705/1705 <input checked="" type="checkbox"/> Technology Plan <input checked="" type="checkbox"/> Facilities Plan <input type="checkbox"/> Strong Workforce <input type="checkbox"/> Equal Employment Opp. <input type="checkbox"/> Title V	

New Program Planning Initiative (Objective) – Yearly Planning Only
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<b>Title (including number):</b>	3D printer Straumann Form 4B
<b>Planning years:</b>	(The academic years this will take to complete) 2025-2026
<p align="center"><b>Description:</b></p> <p>(A more detailed version of initiative. Please include a description of the initiative, why it is needed, who will be responsible, and actions that need to happen, so it is completed.)</p> <p>We would like to purchase an additional 3D printer for the DA program. A 3D printer was acquired spring 2025 and we are requesting an additional printer. Quote for additional printer \$8,807.</p>	
<p><b>What college plans are associated with this Objective? (Please select from the list below):</b></p> <p><input checked="" type="checkbox"/> Ed Master Plan   <input type="checkbox"/> Student Equity Plan   <input type="checkbox"/> Guided Pathways   <input type="checkbox"/> AB 705/1705</p> <p><input checked="" type="checkbox"/> Technology Plan   <input type="checkbox"/> Facilities Plan   <input type="checkbox"/> Strong Workforce   <input type="checkbox"/> Equal Employment Opp.</p> <p><input type="checkbox"/> Title V</p>	

New Program Planning Initiative (Objective) – Yearly Planning Only	
<b>Title (including number):</b>	Schick-Sirona Digital Sensors (6)
<b>Planning years:</b>	(The academic years this will take to complete) 2025-2026
<p align="center"><b>Description:</b></p> <p>(A more detailed version of initiative. Please include a description of the initiative, why it is needed, who will be responsible, and actions that need to happen, so it is completed.)</p> <p>DA students learn how to take digital x-rays every spring and the last acquisition of sensors occurred in 2018. The cost for 6 new digital sensors \$40,124.</p>	
<p><b>What college plans are associated with this Objective? (Please select from the list below):</b></p> <p><input checked="" type="checkbox"/> Ed Master Plan   <input type="checkbox"/> Student Equity Plan   <input type="checkbox"/> Guided Pathways   <input type="checkbox"/> AB 705/1705</p> <p><input checked="" type="checkbox"/> Technology Plan   <input checked="" type="checkbox"/> Facilities Plan   <input type="checkbox"/> Strong Workforce   <input type="checkbox"/> Equal Employment Opp.</p> <p><input type="checkbox"/> Title V</p>	

New Program Planning Initiative (Objective) – Yearly Planning Only	
<b>Title (including number):</b>	X-ray manikins (2)
<b>Planning years:</b>	(The academic years this will take to complete) 2025-2026

<p align="center"><b>Description:</b></p> <p><i>(A more detailed version of initiative. Please include a description of the initiative, why it is needed, who will be responsible, and actions that need to happen, so it is completed.)</i></p> <p>Students learn to take x-rays on manikins and our current manikins are unable to be repaired due to parts being obsolete and unavailable. The DA program will need to purchase 2 new manikins for future use. Quote for manikins is \$36,242 (both).</p>
<p><b>What college plans are associated with this Objective? (Please select from the list below):</b></p> <p> <input checked="" type="checkbox"/> Ed Master Plan           <input type="checkbox"/> Student Equity Plan           <input type="checkbox"/> Guided Pathways           <input type="checkbox"/> AB 705/1705  <input type="checkbox"/> Technology Plan   <input type="checkbox"/> Facilities Plan   <input type="checkbox"/> Strong Workforce   <input type="checkbox"/> Equal Employment Opp.  <input type="checkbox"/> Title V       </p>

New Program Planning Initiative (Objective) – Yearly Planning Only	
<b>Title (including number):</b>	Maintain, repair, or replace equipment in M-114 (dental clinic)
<b>Planning years:</b>	<i>(The academic years this will take to complete)</i> 2025-2026. 2026-27. 2027-28.
<p align="center"><b>Description:</b></p> <p><i>(A more detailed version of initiative. Please include a description of the initiative, why it is needed, who will be responsible, and actions that need to happen, so it is completed.)</i></p> <p>Every year there are necessary repairs needed in the dental clinic.</p>	
<p><b>What college plans are associated with this Objective? (Please select from the list below):</b></p> <p> <input checked="" type="checkbox"/> Ed Master Plan           <input type="checkbox"/> Student Equity Plan           <input type="checkbox"/> Guided Pathways           <input type="checkbox"/> AB 705/1705  <input checked="" type="checkbox"/> Technology Plan   <input checked="" type="checkbox"/> Facilities Plan   <input type="checkbox"/> Strong Workforce   <input type="checkbox"/> Equal Employment Opp.  <input type="checkbox"/> Title V       </p>	

New Program Planning Initiative (Objective) – Yearly Planning Only	
<b>Title (including number):</b>	Maintain, repair, or replace equipment in M-127 (dental classroom)
<b>Planning years:</b>	<i>(The academic years this will take to complete)</i> 2025-2026. 2026-27. 2027-28.
<p align="center"><b>Description:</b></p> <p><i>(A more detailed version of initiative. Please include a description of the initiative, why it is needed, who will be responsible, and actions that need to happen, so it is completed.)</i></p> <p>Every year there are necessary repairs needed in the dental clinic.</p>	

What college plans are associated with this Objective? (Please select from the list below):

- ☒ Ed Master Plan ☐ Student Equity Plan ☐ Guided Pathways ☐ AB 705/1705  
☒ Technology Plan ☒ Facilities Plan ☐ Strong Workforce ☐ Equal Employment Opp.  
☐ Title V

**New Program Planning Initiative (Objective) – Yearly Planning Only**

**Title (including number):** Maintain, repair, or replace 40 student laptops.

**Planning years:** (The academic years this will take to complete)  
2025-2026. 2026-27. 2027-28.

**Description:**

(A more detailed version of initiative. Please include a description of the initiative, why it is needed, who will be responsible, and actions that need to happen, so it is completed.)

The laptops continue to require updates.

What college plans are associated with this Objective? (Please select from the list below):

- ☒ Ed Master Plan ☐ Student Equity Plan ☐ Guided Pathways ☐ AB 705/1705  
☒ Technology Plan ☒ Facilities Plan ☐ Strong Workforce ☐ Equal Employment Opp.  
☐ Title V

**New Program Planning Initiative (Objective) – Yearly Planning Only**

**Title (including number):** Provide health sciences embedded counselors to guide students in completing academic requirements, applications to other institutions, and job search.

**Planning years:** (The academic years this will take to complete)  
2025-2026. 2026-27. 2027-28.

**Description:**

(A more detailed version of initiative. Please include a description of the initiative, why it is needed, who will be responsible, and actions that need to happen, so it is completed.)

The need for embedded counselors will provide opportunities to encourage students to consider associate degrees or higher and other options like dental hygiene.

What college plans are associated with this Objective? (Please select from the list below):

- ☒ Ed Master Plan ☐ Student Equity Plan ☐ Guided Pathways ☐ AB 705/1705  
☐ Technology Plan ☐ Facilities Plan ☐ Strong Workforce ☐ Equal Employment Opp.  
☐ Title V

New Program Planning Initiative (Objective) – Yearly Planning Only	
<b>Title (including number):</b>	Provide DA faculty with stipend time (40 hours per semester) to pursue program promotion (outreach) and curricular expansion to increase cohorts and/or explore dental hygiene and other dental careers.
<b>Planning years:</b>	(The academic years this will take to complete) 2025-2026. 2026-27. 2027-28.
<p align="center"><b>Description:</b></p> <p>(A more detailed version of initiative. Please include a description of the initiative, why it is needed, who will be responsible, and actions that need to happen, so it is completed.)</p> <p>There is a need to address the needs of the local dentists that go beyond the dental assisting scope of practice.</p>	
<p><b>What college plans are associated with this Objective? (Please select from the list below):</b></p> <p> <input checked="" type="checkbox"/> Ed Master Plan             <input checked="" type="checkbox"/> Student Equity Plan             <input checked="" type="checkbox"/> Guided Pathways             <input type="checkbox"/> AB 705/1705  <input type="checkbox"/> Technology Plan   <input type="checkbox"/> Facilities Plan   <input type="checkbox"/> Strong Workforce   <input type="checkbox"/> Equal Employment Opp.  <input type="checkbox"/> Title V         </p>	

## Area of Focus Discussion Template

### ENROLLMENT TRENDS AND EFFICIENCY

**Enrollment Trends and Efficiency** – look for areas of growth or decline, relationship to the college and similar programs, and head count (enrollment and full-time equivalents for students and full-time equivalents faculty). Sample activities include the following:

**Possible topics:**

- Review FTES, headcount and enrollment trends disaggregated by population groups.
- Assess trends in productivity.
- Review retention and success rates by modality and disaggregated by population groups.
- Analyze the throughput of students from every completion and assess time to completion and disproportionate impact.
- Collaborate with guided pathways success teams to determine if programmatic barriers exist.
- Establish program goals for success rates.

1. What data were analyzed and what were the main conclusions?



Program Evaluation included an analysis of the following data: headcount and enrollment, FTES, efficiency, demographics, and success, retention, persistence, and completion rates.

Headcount and Enrollment. The DA program accommodates a maximum of 26 every fall.

- Lecture capacity: 26 students in the classroom.
- Lab capacity: 12 students in the dental lab.
- DBC Requirement: There is no ratio for lecture courses. Clinical courses require one instructor for every six students.

The data evaluated excludes 2020-2021 during the Covid pandemic. Enrollment numbers for the Dental Assisting program have fluctuated the last 3 years.

2022-23	2023-24	2024-25
22	14	18



Figure 1.



Figure 2.

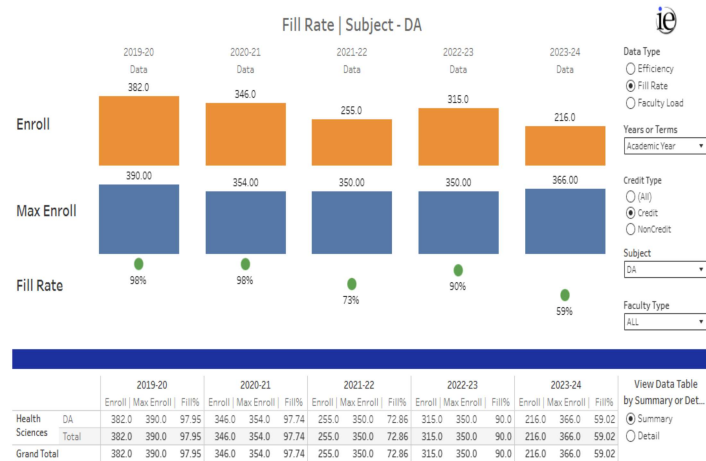


Figure 3.

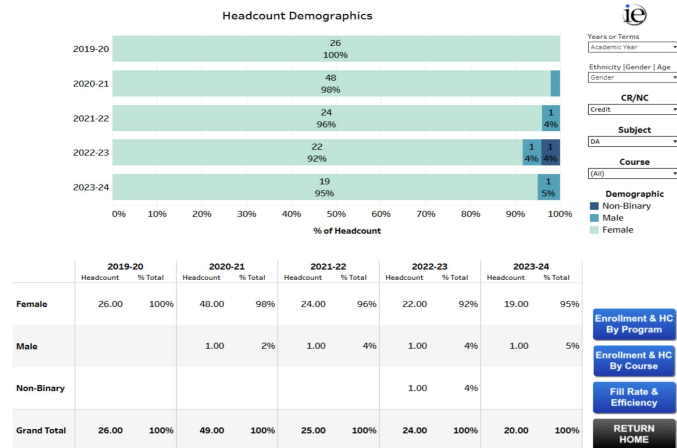
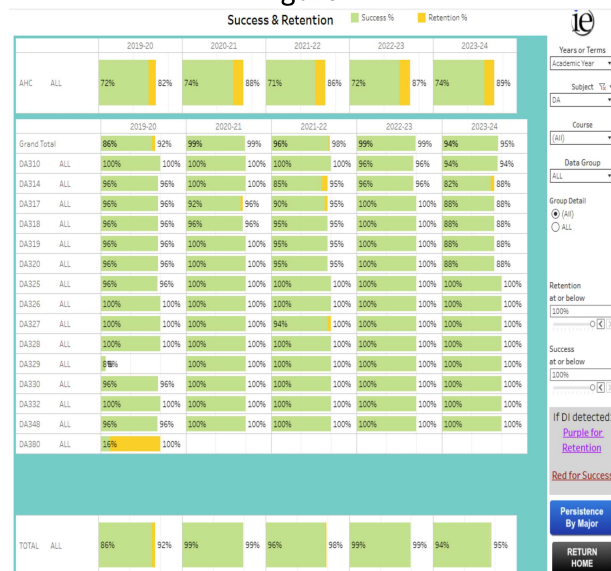


Figure 4.



- Based on data analysis and looking through a lens of equity, what do you perceive as *challenges* with student success or access in your area of focus?

	Fall 2019		Fall 2020		Fall 2021		Fall 2022		Fall 2023	
	Headcount	% Total	Headcount	% Total	Headcount	% Total	Headcount	% Total	Headcount	% Total
Filipino							1.00	4%		
Hispanic	22.00	85%	40.00	87%	16.00	80%	14.00	61%	16.00	94%
Two or More							1.00	4%		
Unknown					1.00	5%	1.00	4%		
White	4.00	15%	6.00	13%	3.00	15%	6.00	26%	1.00	6%
Grand Total	26.00	100%	46.00	100%	20.00	100%	23.00	100%	17.00	100%

- The DA continues to have high enrollment for Hispanic students (85-94%). The other groups are disproportionately underrepresented.

	Fall 2019		Fall 2020		Fall 2021		Fall 2022		Fall 2023	
	Headcount	% Total	Headcount	% Total	Headcount	% Total	Headcount	% Total	Headcount	% Total
Female	26.00	100%	45.00	98%	19.00	95%	21.00	91%	16.00	94%
Male			1.00	2%	1.00	5%	1.00	4%	1.00	6%
Non-Binary							1.00	4%		
Grand Total	26.00	100%	46.00	100%	20.00	100%	23.00	100%	17.00	100%

- The DA program continues to predominantly have females at 91-100%. Enrollment for males remain elusive with no identifiable factors except general “male’ career path as becoming a dentist.

	Fall 2019		Fall 2020		Fall 2021		Fall 2022		Fall 2023	
	Headcount	% Total	Headcount	% Total	Headcount	% Total	Headcount	% Total	Headcount	% Total
Under 20	7.00	27%	5.00	11%	5.00	25%	5.00	22%	4.00	24%
20-24	13.00	50%	27.00	59%	12.00	60%	16.00	70%	11.00	65%
25-34	6.00	23%	14.00	30%	2.00	10%	2.00	9%	2.00	12%
55+					1.00	5%				
Grand Total	26.00	100%	46.00	100%	20.00	100%	23.00	100%	17.00	100%

- The age distribution continues to show a younger student population with most of the cohorts at under 20 to 34 years of age. Older students are not enrolling in DA classes. Based on the 2025 Lightcast report, the 55 and above age group comprise 13.2% of the work force.
- Challenges to student enrollment and success include:
  - Financial barriers or cost of DA program
  - Gender stereotypes of dental assistants versus dentists and other related dental professionals.
  - Instructional modality (face-to-face versus distance education options) and schedule and duration of the program.

### 3. What are your plans for change or *innovation*?

- Regular outreach to local high school partners. The outreach may include: (1) high school offering (CCAP), information sessions on career planning and education, (2) sponsorship by local industry partners - dentists, corporate dental offices, (3) other settings where a registered dental assistant may be employed, (4) continuing active advertising and program promotion by the AHC Public Affairs department.
- Explore course and program offerings that meet the schedules of students and local dental partners like DE hybrids, evening and weekend offerings, internships, competency-based education, noncredit options, etc.


- Potential for future hybrid program which could increase enrollment as many students need to work but are still wanting to pursue an education.
- Explore, scale, and sustain blended RDA pathways with local dentists and dental offices.

4. How will you *measure* the results of your plans to determine if they are successful?
  - Student enrollment: 26 per semester.
  - Student retention, persistence, and completion of 90-100%.
  - First attempt pass rate for RDA: >75%.

**Validation for Program Planning Process: If you have chosen to do the Validation this year, please explain your process and the findings.** The DA program is still completing the annual reports on the different core topics. No validation team is required during this cycle.

1. Who have you identified to validate your findings? (Could include Guided Pathway Success Teams, Advisory Committee Members, related faculty, industry partners or higher education partners)
2. Are there specific recommendations regarding the core topic responses from the validation team?

Program Review Signature Page:

  
[Amy Gisclon \(May 19, 2025 15:59 PDT\)](#)  
 Program Review Lead

05/19/2025  
 Date

  
[Thomas Lamica \(May 20, 2025 15:57 PDT\)](#)  
 Program Dean

05/20/2025  
 Date

  
 Vice President, Academic Affairs

\_\_\_\_\_  
 Date









# 24-25 DA\_Program Review\_enrollment trends and efficiency

Final Audit Report

2025-07-21

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