

YEARLY PLANNING DISCUSSION TEMPLATE

General Questions

Program Name: Dental Assisting Program **Academic Year:** 2025-2026

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 judgement 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 Program did not make any changes to courses, certificate, and associate degree. There are Title 5 mandated degree requirements that impact the Dental Assisting associate degree.
 - The Dental Board of California now has different pathways to RDA licensure: Board-Approved RDA Program Pathway, Work Experience Pathway, and a DA Education/Work Experience Pathway.
 - The DA Program finally received reapproval to offer stand-alone courses in Infection Control, Coronal Polish, and Pit and Fissure Sealant courses. These courses had been previously approved by the DBC under the former DA coordinator. There were many challenges in dealing with the DBC and, as a new coordinator, it was a difficult academic year navigating reapproval and overseeing the DA Program. The last course reapproval is Radiography and has not been reapproved yet.
 - The DA Program partnered with Community Health Centers of the Central Coast (CHCCC) to pilot a project with 2 individuals employed by CHCCC. The partnership provided a blended education at AHC with work experience in dental facilities of CHCCC. One individual ended employment with CHCCC and the other has continued to be employed by CHCCC and will apply for RDA licensure. The MOU between CHCCC and AHC stated that the 2 individuals were to receive a blended DA education with limited courses. These students completed infection control, law and ethics, dental assisting theory, dental bio-sciences theory, coronal polishing, and pit and fissure sealants. I will be navigating the licensure process with these 2 individuals as it is a different application than the application DA Program students fill out.
 - The DBC application process for students applying for licensure changed in 2025. The program coordinator mails applications to DBC, the student must wait for the application to be approved before the DBC will authorize the student to have Live Scan fingerprinting completed. Once the background check is completed the student is eligible to take their exam. Although the DBC has attempted to streamline this process, the waiting period is dependent upon how quickly they can process applications.

3. Is your two-year program map in place and were there any challenges maintaining the planned schedule? There were no changes in the DA program map for 2025-2026 and students continue to stay on track with program sequence, requirements, and graduate on time.

4. Were there any staffing changes?
 - There have not been any staffing changes this academic year. The DA program is staffed by one full-time faculty/coordinator and 6 part-time faculty. The DA program also utilizes the aid of an Instructional Dental Lab Assistant who is an integral part of the program who provides continuity with students and labs.
 - The DA program will proactively increase the part-time faculty pool as the program explores expansion opportunities.
 - A new part-time clinical lab instructor will be joining the DA program in fall 2026 and will be sharing lab responsibilities with the program coordinator. The program coordinator will be taking on new roll of department co-chair of Health Sciences and will need to share the instructional load with new faculty.

5. What were your program successes in your area of focus last year? The 2024-2025 Program Review focused on Enrollments Trends and Efficiency. Local dentists in both San Luis Obispo and northern Santa Barbara counties have given positive feedback on the AHC DA graduates. Local dentists consistently view AHC Dental Assisting students favorably for employment opportunities.
 - DA program enrollment has improved and there continues to be a steady increase:
 - 2023-2024 cohort graduated 14 DA students
 - 2024-2025 cohort graduated 18 DA students
 - 2025-2026 cohort graduated 25 DA students
 - The DA program keeps abreast of student licensure pass rates. It struggles with following up on the employment rates of the graduates. Of the 2025-2026 graduates, 9 students are already currently working as unlicensed dental assistants as they wait for approval from the DBC to take their examinations.
 - On April 26, 2026, 9 DA students attended a volunteer event organized by LifeHope humanitarian services through the Seventh-Day Adventist Church. Students assisted with clinical procedures, provided oral health education, and aided in translation for those patients who did not speak English. Dental services were provided to the public regardless of income or status. Students reported that the volunteer event to be very rewarding and it gave them an opportunity to work alongside dentists and dental hygienists
 - The DA program continues to seek opportunities and college collaborations to improve outreach.
 - The DA program director-coordinator continues to work with public affairs in reaching out to high students and other public venues.
 - March 4, 2026. The DA program hosted an informational session for approximately 40 students.
 - The DA program director-coordinator worked with Early College Coordinator to provide information sessions for students who are interested in DA careers.

Learning Outcomes Assessment

1. Please summarize key results from this year's assessment.
 - All student completers met the program learning outcomes. One student who had withdrawn from the program after the fall semester 24/25 academic year returned and completed the program in academic year 25/26.
2. Please summarize your reflections, analysis, and interpretation of the learning outcome assessment and data.
 - Students are encouraged to take RDA licensure exams as soon as DBC approves applications. However, students may delay taking licensure exams right away for a few reasons. DA faculty observations:
 - Financial hardships: students may begin working as unlicensed dental assistants right away and delay taking exams. DA graduates may work unlicensed but only provide care within the scope of practice until licensed.
 - As stated previously, 9 students from the 25/26 cohort have already begun working as DAs
 - Academic support: DA faculty have referred students to LAP to provide support and additional time accommodations for testing. Students whose first language is not English, students who are struggling academically with comprehension, may suffer from testing anxiety and delay taking exams.
 - RDA licensure and pass rates posted on the Dental Board's website indicate that from the 24/25 cohort, 50% of the graduating class of 18 students have obtained licensure. Rationale for why students do not move forward in taking exams is unclear. Approved applicants have 2 years to complete the examination before the application is considered abandoned.
 - There are challenges in tracking employment and licensure of former students.
3. Please summarize recommendations and/or accolades that were made within the program/department.
 - With changes to Title 5, the integration of language and teaching strategies that promote inclusion, diversity, equity, antiracism, and accessibility is required to be implemented.
 - The DA program graduated 25 students and applications for licensure have been submitted to the DBC.
 - Partnerships were formed with new dental offices hosting students while completing internships.
 - Accolade: Robin Gloeckner has been a strong supporter of CHC work experience pathway to licensure. Robin was also the lead faculty coordinator for the Summer 2025 RERP (Regional Equity and Recovery Partnerships) CTE Bootcamp. Five DA students in the summer bootcamp had an opportunity to complete a 60-hour internship in a specialty dental office, and all 5 students were hired by the offices they interned in.

- Accolade: the DA program was awarded the AHC Faculty Innovation Grant. With this grant students had an opportunity to visit Oxnard College Dental Hygiene. 12 students went on this trip with Amy Gisclon and Brooke Souza. DA students toured the campus, dental hygiene clinic, met with faculty and counseling, learned about transfer requirements and prerequisites, financial costs, and transportation. This trip to Oxnard gave students a unique opportunity to learn about furthering education as many students express desire to continue to Dental Hygiene.
4. Please review and attach any changes to planning documentation, including PLO rubrics, associations, and cycles planning. There were no changes in 2025-2026 academic year.

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*)

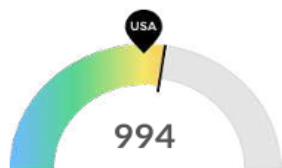
The Dental Assisting program does not currently offer Distance Education; all Dental Assisting courses offered are face-to-face. A hybrid instructional modality for future dental assisting courses is something to consider.

- 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

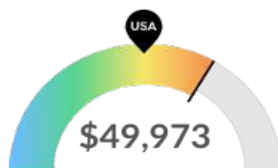
- a. Does the program meet documented labor market demand? The DA program meets the documented labor market demands, but there continues to be shortages of dental assistants in both Santa Barbara and San Luis Obispo counties.

Lightcast (2025) reported 994 jobs, compensation \$49,973, and 37 job postings.



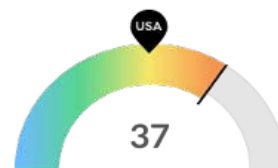
Jobs (2025)

Your area is a hotspot for this kind of job. The national average for an area this size is 870* employees, while there are 994 here.



Compensation

Earnings are high in your area. The national median salary for Dental Assistants is \$47,153, compared to \$49,973 here.



Job Posting Demand

Job posting activity is high in your area. The national average for an area this size is 22* job postings/mo, while there are 37 here.

Comparison of SB and SLO counties to national averages

Region	2025 Jobs	2026 Jobs	Change	% Change
● 2 California Counties	994	1,003	10	1.0%
● National Average	870	884	14	1.6%

*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 continue to have demand for DAs. There was a 1% increase from 2025-2026. Previous program review statistics reported an increase of 9.3% to be projected (2024-2035).

- b. How does the program address needs that are not met by similar programs?
 - The DA program is the only program in SB and SLO counties that is accredited by the California Dental Board and offers an Educational Pathway to Licensure which is a quicker pathway to becoming an RDA.
 - Cuesta College has proposed starting a dental assisting program at the North County campus in Paso Robles. Dentists in San Luis Obispo County need dental assistants and AHC does not attract as many students from SLO county. For academic year 25-26, 5 students residing in SLO county commuted to Allan Hancock College.
 - A second cohort model is being explored and mapped. Dental Board of California regulations regarding program expansion must be evaluated and granted permission before being launched. The current DA program model begins in the fall and ends in the spring. A second cohort path may be a spring start cohort, or possibly a hybrid evening/weekend cohort to accommodate individuals who are working and wanting to pursue a formal education.

- c. 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.
 - Median occupational wage information from the EDD shows that wages in SB county are slightly lower than those in SLO county.

Occupational Wages [Top]						
Area	Year	Period	Hourly Mean	Hourly by Percentile		
				25th	Median	75th
Santa Maria-Santa Barbara MSA	2025	1st Qtr	\$26.68	\$23.30	\$25.29	\$30.18

Occupational Wages [Top]						
Area	Year	Period	Hourly Mean	Hourly by Percentile		
				25th	Median	75th
San Luis Obispo-Paso Robles MSA	2025	1st Qtr	\$27.27	\$23.64	\$28.17	\$29.43

- d. 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.
- e. Have recommendations from the previous report been addressed? The recommendations continue to be work-in-progress such as outreach and recruitment, approval of stand-alone courses, and development of alternate pathways for RDA licensure.

Use the tables below to fill in **NEW** resources and planning initiatives that **do not apply directly to core topics. This section is only used if there are new planning initiatives and resources requested.**

Sample:

New Program Planning Initiative (Objective) – Yearly Planning Only	
Title (including number):	<i>ER Obj-2 Video Speeches for Student Learning and enhancement</i>
Planning years:	<i>(The academic years this will take to complete) 2021-22 to 2024-25</i>
Description:	
<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>The success levels of our courses have indicated that students need to be able to review their own speeches. Videotaping the student’s speech provides a very constructive approach to review and improve their oratory skills.</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
 Technology Plan
 Facilities Plan
 Strong Workforce
 Equal Employment Opp.
 Title V

Resource Requests: Please use the Resource Request Excel template located on the Program Review web page to enter resource requests for equipment, supplies, staffing, facilities, and misc. resources needed. Send completed excel document along with completed program view core topic for signature.

Dept	Program	Source	Year	Initiative (Objective) Reference	Resource Need	Requested Item(s) Please include per item
English	English Rhetoric	Yearly Planning and Core	2022-2023	ER OBJ- 2	Equipment	/video cameras \$600 each

New Program Planning Initiative (Objective) – Yearly Planning Only	
Title (including number):	Repair, maintain, and/or replace the presentation station in M-114 (dental lab)
Planning years:	(The academic years this will take to complete) 2026-2027, 2027-2028
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 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.	

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):	X-ray manikins (2)
Planning years:	(The academic years this will take to complete) 2026-2027
Description:	
<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>This item was requested for 2025-2026 but not yet received. 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>What college plans are associated with this Objective? (Please select from the list below):</p> <p> <input 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 checked="" type="checkbox"/> Strong Workforce <input type="checkbox"/> Equal Employment Opp. <input type="checkbox"/> Title V </p>	

New Program Planning Initiative (Objective) – Yearly Planning Only	
Title (including number):	Maintain, repair, or replace equipment in M-114 (dental clinic)
Planning years:	(The academic years this will take to complete) 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.)

Every year there is necessary maintenance, repairs, and replacements that are needed to maintain the dental clinic.

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): Addition to Sterilization Center in Dental Clinic and Rear Delivery Bracket Tray Unit behind demo chair

Planning years: *(The academic years this will take to complete)*
2026-2027, 2027-2028

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 new sterilization center in the dental clinic was installed in 2023, and additional cabinetry expansion is needed. The demo chair needs a functional rear-delivery bracket tray that may be added to the end of the sterilization center. The existing configuration of the demo chair and sterilization unit need to be improved for efficiency of use. Quote is pending from vendor.

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 equipment in M-127 (dental classroom)

Planning years: *(The academic years this will take to complete)*
2026-2027, 2027-2028

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 presentation station in the classroom has not been updated and IT identified that AV and computer components in the room need to upgraded/replaced. Quote for upgrade is pending from IT.

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):

Planning years: *(The academic years this will take to complete)*

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.)

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

Area of Focus Discussion Template

ACADEMIC SERVICES AND SUPPORT

Academic Services and Support – assess and improve relationship with tutorial services, library, counseling, learning assistance program (LAP), etc. and evaluate co-curricular support courses.

Possible topics:

- Collaborate with student success team members to ensure institutional barriers are mitigated.
- Review and summarize student support options.
- Implement student surveys and evaluate results.
- Assess co-curricular support programs and services.

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

The co-curricular clinical internships within the Dental Assisting program bridges the classroom and real-world experience. The partnership with dental facilities provides the mandated training students need to fulfill the Dental Board of California requirements for completion of clinical hours. Students are required to complete 200 clinical hours to fulfill DBC DA program requirements. Clinical placements and partnerships with facilities are imperative to student success and completion. Record keeping and documentation by students and clinical sites must be done with accuracy. The DA program utilizes paper-based time logs maintained by students and signed off by clinical site supervisors. Tracking and record keeping cannot just record total hours; it must document specific variables to prove that the internship meets educational standards. This manual process has introduced significant challenges:

- **Data Entry and Calculation Errors:** Students make mathematical errors when calculating daily and cumulative hours (miscalculating fractional hours or weekly totals), requiring extensive manual auditing by program faculty to ensure compliance.
- **Lack of Real-Time Oversight:** Because paper time sheets are submitted at the end of clinical internships, faculty cannot monitor student progress in real-time. Students are required to communicate with faculty and their assigned facilities if there are issues with attendance or record keeping.
- **Loss and Damage Risks:** Relying on physical paper documents traveling back and forth between external dental offices and the college introduces an unnecessary risk of lost, incomplete, or damaged compliance records.
- **Verified Attendance:** Daily clock-in and clock-out times must be captured and validated by an authorized individual at the clinical site. Students may not accurately record hours or may forget to clock in or clock-out.
- **Clinical Tracking Sheets & Activity Logs:** Students must document the *types* and *number* of clinical experiences they participate in daily. This ensures they are performing allowable RDA functions (like coronal polishing or radiation safety) rather than spending their internship solely on low-level tasks like cleaning or sterilization.

- **Supervision Verification:** The records must explicitly show that the hours were directly supervised, evaluated, and signed off by a licensed dentist or a supervising Registered Dental Assistant.

2. Based on the 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?

By failing to provide a streamlined, user-friendly, and digital method for tracking required clinical hours, the burden of tracking is placed on the student and clinical internships. Transitioning to an automated digital system is fundamentally an equity initiative: it removes the risk of human calculation errors, protects student compliance data, and allows faculty to see in real-time who needs immediate, proactive intervention to stay on track for internship completion and graduation.

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

To mitigate these institutional barriers and protect the integrity of student compliance data, the DA program seeks to transition from paper-based tracking to a centralized, digital monitoring system. An office-monitored digital time-tracking or clinical management platform would allow students to efficiently clock in and out from their clinical facilities via an app that is downloaded or web applications, automatically calculating hours with 100% accuracy. By transitioning to a digital tracking system, such as TRAJECSYS, this will ensure accuracy by:

- **Elimination of Human Error:** Digital calculations and record keeping ensures audit-ready accuracy for state board compliance without requiring hours of manual auditing by faculty.
- **Proactive Student Support:** A digital dashboard will provide real-time visibility into student hours, allowing faculty to immediately identify and support students who are at risk of not meeting their clinical requirements.
- **Administrative Efficiency:** Transitioning to a digital platform that is simple to use will also improve efficiency with clinical facilities. Improving and streamlining processes will save time and eliminate problems that could occur with paper-record keeping.

4. How will you *measure* the results of your plans to determine if they are successful?

By implementing a digital tracking system:

- **Attendance can be verified:** Students clock in via an app and the software uses geolocation to confirm they are at approved dental office.
- **Internship approval:** The dentist or lead RDA will receive a digital notification to review and electronically sign off on the student's hours.
- **Clinical procedure tracking:** The student as well as the clinical site can record procedures a student has assisted with. This will ensure the student is being exposed to a variety of procedures performed.
- **Real-time auditing:** Faculty can closely monitor students and ensure they are completing clinical hours, clocking in and out, monitoring the accumulation of hours.

Validation for Program Planning Process: If you have chosen to do the Validation this year, please explain your process and the findings.

6. 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)
 Industry partners in clinical internship facilities will validate the success or failure of implementing digital tracking systems.
7. Are there specific recommendations regarding the core topic responses from the validation team? No

Based on the narratives for the prompts above, what are some program planning initiatives (objectives) and resources needed for the upcoming years? Use the tables below to fill in **NEW** planning initiatives. *This section is only used if there are new planning initiatives that pertain to the Core Topic only.*

Resource Requests: Please use the Resource Request Excel template located on the Program Review web page to enter resource requests for equipment, supplies, staffing, facilities, and misc. resources needed. Send completed excel document along with completed program view core topic for signature.

New Program Planning Initiative (Objective) – Core Topic Only	
Title (including number):	Trajecsys Centralized Clinic Record Keeping
Planning years:	<i>(The academic years this will take to complete)</i> 2026-2027
Description:	
<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> This digital tracking time clock and record keeping system is a fee-based application that will streamline record keeping for DA faculty and clinical facilities. Implementation of digital tracking/record keeping will be necessary by spring 2027 during clinical internships.	
What college plans are associated with this Objective? (Please select from the list below):	
<input 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 type="checkbox"/> Facilities Plan <input checked="" type="checkbox"/> Strong Workforce <input type="checkbox"/> Equal Employment Opp. <input type="checkbox"/> Title V	

Program Review Signature Page:

Amy Gisclon

[Amy Gisclon \(May 29, 2026 13:38:27 PDT\)](#)

Program Review Lead

May 29, 2026

Date

Thomas Lamica

Program Dean

Jun 3, 2026

Date



Vice President, Academic Affairs

Jun 4, 2026

Date










DA Program Review 2025-26_academic&suppo rtservices

Final Audit Report

2026-06-04

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