

YEARLY PLANNING DISCUSSION TEMPLATE

General Questions

Program Name Dental Assisting Academic Year 2023-2024

1. Has your program mission or primary function changed in the last year?
 - 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? (e.g., new courses, degrees, certificates, articulation agreements)
 - The Dental Assisting program has previously partnered with the writing center to have a learning specialist join DA 310 orientation class. Study skills, testing strategies, notetaking, scheduling are all discussed with students during orientation. I would like to have evaluations with students within 1 week after the Fall semester begins to make sure they have all the necessary components in place (text books, computer, internet connection). I would also like students to meet with counselors and learning assistance to identify any potential problems early on.
 - As there has been a change with the Dental Assisting coordinator's responsibilities during Spring semester 2024, any budget augmentation is on hold. I am not aware if the program coordinator had started a budget augmentation.

3. Is your two-year program map in place and were there any challenges maintaining the planned schedule?
 - Yes, there is public access to the Dental Assisting Program on Allan Hancock College's website and includes information on certificate and degree pathways.

4. Were there any staffing changes?
 - Staffing changes occurred in January 2024. The Program Coordinator went on leave of absence and part-time faculty have been able to address the needs of the program and continue with instructional duties in addition to dividing coordinator duties.

- Changes with staffing and student-to-instructor ratio affected scheduling for Spring semester lab courses. We had lower enrollment in the Spring semester (2 students from the Fall semester did not move forward). Normally 2 instructors would teach both lab sections, but there were less students in Lab B and only one lab instructor was assigned. Our enrollment from Fall 2023 to Spring 2024 went from 16 to 14 students.

5. What were your program successes in your area of focus last year?

- Fall 2023 the dental clinic had new flooring, modern sterilization unit installed, and an Instrument washer/disinfection unit installed.

Learning Outcomes Assessment

- a. Please summarize key results from this year's assessment.
 - Unable to comment on this assessment as the program coordinator would have had this information to report on
- b. Please summarize your reflections, analysis, and interpretation of the learning outcome assessment and data.
 - see above
- c. Please summarize recommendations and/or accolades that were made within the program/department.
 - See above
- d. Please review and attach any changes to planning documentation, including PLO rubrics, associations, and cycles planning.
 - See above

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*)

- a. Which courses were reviewed for regular and substantive interactions (RSI)?
 - Unable to comment on this assessment as the program coordinator would have had this information to report on
- b. What were some key findings regarding RSI?
 - Unable to comment on this assessment as the program coordinator would have had this information to report on
 - Some strengths:
See above
 - Some areas of possible improvement:
See above
- c. What is the plan for improvement?
 - Unable to comment on this assessment as the program coordinator would have had this information to report on

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

- a. Does the program meet documented labor market demand?
 - No, the current labor market demand for dental assistants does not meet the needs. The program had very low enrollment 2023-2024 even though Dental Assistants are in high demand. We are hoping to have a larger cohort Fall 2024. The Health Sciences Success Team is strategizing ways to help increase enrollment.
- b. How does the program address needs that are not met by similar programs?
 - Allan Hancock College's Dental Assisting Program is 10 months and upon graduation students can take their board exam and be licensed shortly after graduation. It is a faster pathway to licensure than work experience pathway.

- c. Does the employment, completion, and success data of students indicate program effectiveness and vitality? Please, explain.
- Yes, the Dental Assisting Program is still a vital program. There is a demand for dental assistants and we need to market better to increase enrollment.
- d. Has the program met the Title 5 requirements to review course prerequisites, and advisories within the prescribed cycle of every 2 year for CTE programs and every 5 years for all others?
- Unable to comment on this assessment as the program coordinator would have had this information to report on
- e. Have recommendations from the previous report been addressed?
- Unable to comment on this assessment as the program coordinator would have had this information to report on

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.**

- Unable to comment on what planning initiatives were in consideration as this was something the program coordinator did not share much information about. In reviewing the previous Yearly Planning Program Review, an Ultrasonic Cleaner and Supporting Supplies and a 3-D printer for Lab Use were requested. The Dental Assisting Program did not attain these items, and this can be reviewed again in 2024-2025 when full time instructor is present to evaluate program needs.

Area of Focus Discussion Template

EDUCATION AND INDUSTRY PARTNERSHIPS

Education and Industry Partnerships – review relationships with four-year institutions including preparation for transfer and changes in major requirements assess employment as well as review employment and the needs of employers and regional partners. Sample activities include the following:

Possible topics:

- Review academic transfers and associate degree for transfer alignments.
- Review articulation agreements.
- Review C-ID (course identification system) modifications.
- Integrate advisory committee recommendations and regional training needs.
- Review career and technical education (CTE) labor market information and trends.
- Explore collaborations, internships and externships, and cooperative work experience opportunities.
- CTE unit completion goals in the Student Centered Funding Formula and CCCCO Vision for Success.

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

- Labor Market Information Indicates Dental Assistants are in demand, wages are competitive
- There is a workforce shortage of dental assistants
- There has been a downward trend in Nationwide enrollment in Dental Assisting Programs

Quick Facts: Dental Assistants	
<u>2022 Median Pay</u>	\$44,820 per year \$21.55 per hour
<u>Typical Entry-Level Education</u>	Postsecondary nondegree award
<u>Work Experience in a Related Occupation</u>	None
<u>On-the-job Training</u>	None
<u>Number of Jobs, 2022</u>	371,000
<u>Job Outlook, 2022-32</u>	7% (Faster than average)
<u>Employment Change, 2022-32</u>	25,700

U.S. Bureau of Labor Statistics

Dental Assistants
 (SOC Code : 31-9091)
 in California
 Assist dentist, set up patient and equipment, and keep records.

Employers usually expect an employee in this occupation to be able to do the job after Moderate-term on-the-job training (1-12 months) .

Occupational Wages [Top]						
Area	Year	Period	Hourly Mean	Hourly by Percentile		
				25th	Median	75th
California	2023	1st Qtr	\$24.61	\$19.30	\$23.20	\$28.75

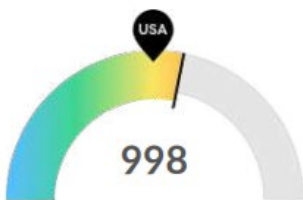
[View Wages for All Areas](#) [About Wages](#)

Occupational Projections of Employment (also called "Outlook" or "Demand") [Top]						
Area	Estimated Year-Projected Year	Employment		Employment Change		Total Job Openings
		Estimated	Projected	Number	Percent	
California	2018 - 2028	59,300	68,400	9,100	15.3	80,660

Employment Development Department Occupational Profile

Executive Summary

Aggressive Job Posting Demand Over a Deep Supply of Regional Jobs



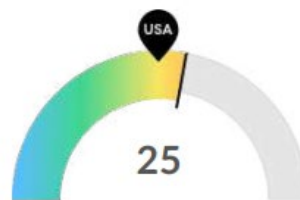
Jobs (2023)

Your area is a hotspot for this kind of job. The national average for an area this size is 837* employees, while there are 998 here.



Compensation

Earnings are high in your area. The national median salary for Dental Assistants is \$38,669, compared to \$47,639 here.



Job Posting Demand

Job posting activity is high in your area. The national average for an area this size is 21* job postings/mo, while there are 25 here.

*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.

Lightcast Occupational Review, Comparison of San Luis Obispo County and Santa Barbara County

Table 1: First Year Enrollment in Accredited Dental Education Programs, 2019-20 to 2023-24

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Program Type	First Year Enrollment in CODA-Accredited Dental Education Programs in the United States					Percent change 2019-2023	5 Year Trendline
	2019-20	2020-21	2021-22	2022-23	2023-24		
Predoctoral							
DDS/DMD	6,308	6,317	6,360	6,513	6,709	6.4%	
Advanced							
Advanced Education in General Dentistry	769	799	790	791	765	-0.5%	
Dental Anesthesiology	26	27	28	29	27	3.8%	
Dental Public Health	33	31	34	33	35	6.1%	
Endodontics	218	222	220	221	223	2.3%	
General Practice Residency	1,113	1,112	1,127	1,108	1,027	-7.7%	
Oral and Maxillofacial Pathology	18	16	16	17	15	-16.7%	
Oral and Maxillofacial Radiology	18	18	19	24	20	11.1%	
Oral and Maxillofacial Surgery	264	259	266	271	271	2.7%	
Oral Medicine	14	15	16	14	16	14.3%	
Orofacial Pain	24	25	23	24	31	29.2%	
Orthodontics and Dentofacial Orthopedics	393	393	408	420	417	6.1%	
Pediatric Dentistry	479	476	478	486	497	3.8%	
Periodontics	192	200	193	187	196	2.1%	
Prosthodontics/Maxillofacial Prosthetics	173	162	180	171	172	-0.6%	
Allied							
Dental Hygiene	8,322	7,745	8,197	8,642	8,967	7.8%	
Dental Assisting	5,484	4,923	4,715	4,527	4,274	-22.1%	
Dental Laboratory Technology	313	253	263	223	247	-21.1%	

Source: American Dental Association, Health Policy Institute, *Commission on Dental Accreditation Surveys of Dental Education, Surveys of Advanced Dental Education, and Surveys of Allied Dental Education.*
© 2024 American Dental Association.

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?

- Student success and guidance to graduation can only be fulfilled if we have prospective students to enroll.
- Financial obligations can be a big burden for many students that have to work full-time.
- Although the Dental Assisting Program is 10 months in length, time obligation and commitment to attending college may be a challenge.
- Prospective students in the community may be unaware there is a dental assisting program locally.

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

- Health Sciences Success Team is strategizing ways to increase communication and partnership with counseling to capture prospective students.
- 2024 presented changes with staffing in the Dental Assisting Program. New visions and ideas will be forthcoming on how to increase student enrollment.
- Future possibility of having different offerings of classes to be able to reach more of the community (evening classes, weekends).

- Future possibility of more online class offerings
- Better marketing in the community and more awareness among the public. More advertising is necessary to highlight the dental assisting program.
- The college offers guidance for financial aid and assistance in meeting students' needs while attending college.
- Partner with high schools and offer informational sessions, workshops, or career fairs to generate interest among students.

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

- An increase in student enrollment, graduation, and licensure would lead to more individuals joining the workforce.
- The correlation of workforce employment and student success can only be measured over the course of time. If enrollment increases, the workforce labor should increase as well.

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





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)

- I have not identified anyone to validate these findings other than the members of the Health Sciences Success Team who are aware of the challenges Health Sciences faces with enrollment.
- Faculty in Health Sciences is aware of the challenges of enrollment and it has been discussed in department meetings

2. Are there specific recommendations regarding the core topic responses from the validation team?

- There will be future meetings to discuss enrollment and how to better support student success.

- Please note, this was attached to Kathy Johnson's Previous Program Review

New Program Planning Initiative				
Title:	Ultrasonic cleaner unit and supporting supplies.			
Planning years:	2023-2024			
Description:				
The current unit in use is now 13 years old and needs to be replaced. This is an essential piece of equipment in the sterilization process of instruments that are used during patient clinics.				
Resources:				
Priority Level: Low Medium High				
Resource Type: Equipment Staff Faculty Supplies and Materials				
Quantity:				
Per Item Price: listed below Price with taxes/shipping, etc: \$2095.00				
Description: Ultrasonic (4 Total Items) Cleaner and supplies to make operationa				
Select manufacturer Certol International Llc & R Manufacturing Co Sps Medical				
Select category Autoclave Supplies Ultrasonic, Enzymatic & UV-C Cleaners Select sub-category				
Clear All Search/Filters Standard View eCatalog View				
Item Description	Category	Sub Category	Manufacturer Name	Max Iter
 EMS Sterilizer Monitoring Service - Mail-In Biological Indicators, 52/Pkg	Autoclave Supplies	Autoclave Test Strips & Bio Monitors	Sps Medical	EMS
 ProEZ™ 2 Dual Enzymatic Detergent - Concentrated, 1 Gallon Bottle, Pump Included	Ultrasonic, Enzymatic & UV-C Cleaners	Ultrasonic & Enzymatic Cleaning Solutions	Certol International Llc	PRE
 Quantrex® 210 Ultrasonic Cleaner with Timer, Heat and Drain, 1.51 Gallon	Ultrasonic, Enzymatic & UV-C Cleaners	Ultrasonic & Uv-c Cleaner Machines	L & R Manufacturing Co	617
 Quantrex® 210 & 420 Ultrasonic Cleaner Stainless Steel Mesh Basket	Ultrasonic, Enzymatic & UV-C Cleaners	Ultrasonic Cleaner Containers & Holders	L & R Manufacturing Co	1014

Program Review Signature Page:

Amy Gisclon
Program Review Lead

April 14, 2024
Date

Thomas Lamica
Thomas Lamica (Apr 16, 2024 13:53 PDT)
Program Dean

Apr 16, 2024
Date


Vice President, Academic Affairs

Apr 16, 2024
Date









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Final Audit Report

2024-04-16

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