Program Name: Dental Assisting
Program Contact: Beth LaRochelle
Academic Year: 2023-2024
Status:
Updated on:

1. <u>Description of Program (200-400 words)</u>

- Provide a brief description of the program and how it supports the following:
    - [Mission and Values Statements](#) CSM
    - [CSM Statement of Solidarity](#)
    - [CSM's Strategic Priorities](#)
    - [SMCCCD's Strategic Goals](#)
    - [CSM Forward 2028 - Education Master Plan](#)

1. The Dental Assisting Program (AS and CA) at College of San Mateo is a two-semester program. Accredited by the Commission on Dental Accreditation (CODA) and the Dental Board of California and provides a comprehensive education in preparation to take the California State Board exam and the National Certification Exam. It is an intensive program offering a variety of well-organized classrooms, pre-clinical, and clinical learning experiences while continuing to meet the accreditations standards imposed by our governing bodies.

Our Program is designed to produce individuals capable of meeting professional and societal needs. Our program provides an equitable atmosphere producing dental professionals who are educated, knowledgeable, and motivated to be life-long learners, capable of solving problems and making decisions. We support the development of caring, curious, competent, and ethical practitioners. Through educating a group of diverse dental assisting students by providing a curriculum which reflects the core values of the profession, instills life-long learning appreciation, and educate the students as caring, clinically proficient and ethical entry-level dental health care professionals prepared to serve the community in both private and public settings.

Our missions, values and goals do support CSM's Strategic Priorities and SMCCCD's Strategic Goals. The statement of Solidarity is reflected in all we do. Our program mantra **TEAM-Together Everyone Accomplishes More,** has been the Dental Assisting slogan for decades. We know what can be accomplished by working together and the strength that comes from that. Equity has always been the been a guiding force for our existence. The educational process we practice is student-centered, relevant, goal-directed and competency-based, conducted with a facilitating an equitable atmosphere. This is a focus on the group to see the individual, and the individual to be part of the group. The process encourages active student participation resulting in meaningful learning, the stimulation of intellectual curiosity, and the development of critical thinking. A setting conducive to learning is structured to include helpfulness, freedom of expression, mutual trust and respect, physical safety, and comfort. For all we encounter.

- Identify any factors, including federal, state, or local initiatives, that have impacted the program and the students served-
  - None at this time that demonstrate impact on our program

2. <u>Results of Previous Program Review (200-500 words)</u>
  a) Describe the results of your previous Program Review's action plan and identified equity gaps.
  - Previous Goals
  - Results Achieved
  - Changes Implemented
  - Plans still in progress-
  - Any notable or surprising results and outcomes

2a. Our program goals are still the same as the previous Program Reviews. We have always done what we could for our students to succeed, it is what educators do, we help people change their lives. Our retention and success rate demonstrate the dedication our team has for our program and students. Being a CTE program we have always had a somewhat diverse population currently 67% Hispanic, 15% Asian, 6% Pacific Islander and 2% White.
Our equity gaps are historically African Americans.

  b) Explain any curriculum or programmatic changes since last program review
  - To specific courses, or to any discipline as a whole
  - Includes degree, certificate, or course sequences, program delivery or structure, etc.

2b. The curriculum is prescribed from our accrediting body. Our programmatic change was inspired from what we learned from the Covid experience, *empathy* and *understanding* for our students and their families and for each team member. This was frustrating and almost defeating…but we persevered and succeeded. Navigating through the restrictions gave us a better perspective and understanding of how we had the power to pivot and modify our program in unforeseen circumstances.

No change in degree, certificate, or course sequences, program delivery or structure, due to accreditation guidelines.

  c) Discipline-level and SLO (Student Learning Outcomes) assessment/Student Services and SAO (Service Area Outcomes) assessment: Describe learning or area assessment plans implemented since last Program Review, including any activities undertaken to address equity or delivery mode gaps. Your summary should explain:

2c. SLO/SAO assessment stayed the same. The program improvement was broadening the learning leading up to the assessment. The modality of teaching and classroom management has been modified with an equity and accessibility format.

3. Current Program Review (200-400 words)

Please use the statistics below, which are college-wide, as a reference. Please refer to the Program Review website for individual program data.

College Stats 2022-23	Ethnicity	First Gen	Age	Gender	Total
Headcount (unduplicated)	Latinx 32% White 26% Asian 20% Filipino 7% Multiracial 7% Black 3% Pacific Islander 2% Unknown 3% Native American 0%	45% of our students are the first in their family to go to college.	66% 24 yrs. and under 18% Ages 25-34 17% over 35 yrs.	49% Female 48% Male 3% Non-disclosed or non-binary	13,180 students
Dental Assisting	Latinx 59.7% White 88.6% Asian 62.5% Filipino 53.8% Multiracial 87.2% Black 30.8% Pacific Islander 78.6% Unknown 0% Native American 0%	63.3% of students are first in family to go to college	54.2% <19 yrs 61.4% 20-24 73.2% 25-29 69.0% 30-34 30.8% 35-39 0 40-49 27.8% 50+	58.7% Female 10.9% Male	29 Students

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a) **Student population equity:** Discuss any gaps in student success, persistence, satisfaction, utilization or enrollment across student populations (statistics provided for ethnicity, first-generation, age, gender and total enrollment), or student population served.

Findings	Analysis	Resources	Plans to Address Opportunity Gaps
1. Our success rates are consistent and stable throughout our broad population	Focus on **recruitment** to attract a larger audience	N/A	Increase **enrollment** through recruiting at High Schools, Adult Schools and other avenues not yet addressed

b) **Modes of Delivery equity:** Discuss any gaps in student success, persistence, satisfaction, utilization or enrollment, and student population served across different delivery modes. Please comment on in person services/instruction vs hybrid services options/instruction vs completely online services/instruction.

Changes since last Program Review	Analysis of Gaps	Plans to Address Opportunity Gaps
1. More face to face interaction with prospective students after acceptance in the program and start of program. Our gaps have closed in student success And our success rate is consistently high	The population is less varied in age and experience. We have a younger population with less outside responsibilities. They are more able to dedicate time to their studies.	More intervention with students, progress reports at a 5-week interval, And face to face office hours

(c) **Challenges and Opportunities:**

3c) The team uses surveys from the students to looks at the program at the end of the year and tried to improve what did not work for this population and establish an improvement if warranted. We look at performance and not personality. The PD takes surveys of the students at the end of the courses once completed, and at any feedback to shares with faculty to give them the feedback needed to improve or modify.

4. Planning
a) **Discipline-level and SLO (Student Learning Outcomes) assessment/Student Services and SAO (Service Area Outcomes) assessment for 2023-2025:** Describe learning or area assessment plans for this Program Review cycle, **including any activities planned to address equity or delivery mode gaps**. Your summary should explain:

SLOs/SAOs	Assessment Plan	Resources for SLO/SAO assessment
1. Prescribed from CODA and DBC	Continue with program processes	Surveys to Dentist in Dental Society
2.		

b) **Program goals**

Based on your current review of your program's equity gaps, learning assessments and challenges and opportunities, identify specific goals and plans. Please note that whereas SLOs/SAOs involve assessing and measuring a specific skill or knowledge students will be able to do/understand upon successful completion of a course, program, service, and/or degree/certificate, program goals reflect overall aspects of your program or service you hope to improve.

Please note that closing equity gaps is a College-wide priority. If there are significant equity gaps in student success, persistence, satisfaction, utilization or enrollment, and student population served in your program, these should be addressed in at least one of your goals (see 3a and 3b).

Goal	Actions	Measurable Outcomes	Timeline	Responsible Party	Support Needed
1. Increase enrollment	Increase outreach to non-traditional avenues	Full class of 24	Fall 2024	Program Director	resources
2.					
3.					

Additional comments: The Dental Assisting Program at College of San Mateo is a successful and highly recognized program in the dental community. We are a hard-working group that works to keep this well-oiled machine running. Our hurdle is getting more people in and successfully complete the program. That is where all our effort continues.

5. CE Only

a) Review the program's available labor market data,
b) Summarize student outcomes in terms of degrees and certificates
c) Review and update the program's Advisory Committee information.
d) What strategies have you discussed in your recent Advisory Committee's meetings to meet the needs and challenges of getting people retrained and back to work?

5a) Dental assisting is in high demand. The California Dental Association has been addressing this for the past 15 plus years, this crisis started before COVID and continues to a greater level post COVID. Our program is sustaining a 100% completion rate and all students have employment opportunities prior to graduation. Enrollment is low and we need to discover how we can increase enrollment and continue with our high standards. We are a strong program but we need to work harder at meeting the demand through increased enrollment.

5b) We are reaching 100% success and students receiving *Certificates of Accomplishment.* The number o students receiving degrees is raising.

5c) The Advisory Board is meeting in November. Our membership is changing with retirements, relocations, and offices closures. I am looking forward to this revitalization for our board and the possibilities, I hope are endless.

5d) The discussion over the past 5+ years is getting more Dental Assistants in the workforce, which is again increasing enrollment and other alternatives.