

1. Description of Program (200-400 words)

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 philosophy: today's society is made up of diverse individuals interacting in complex groups with differing cultural, social, educational and spiritual values. The nature of society is one of constant change and growth. As such, individuals must adapt to societal change to fulfill needs and make existence meaningful for all. The concept of health contains a continuum from maximum illness to maximum wellness. Individual goals for wellness may be different from those of society. All health care providers should be responsive to the needs of both the individual and the society.

The CSM Dental Assisting 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.

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. 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.

The dental assisting student is expected to progress from a knowledge base to a competent level in skills and applications. Progression through the program is contingent upon passing every course with 75% in both the didactic and clinical component. The method of evaluation includes process and end-product assessments of performance, in addition to a variety of written evaluations, and examination.

2. Results of Previous Program Review (200-500 words)

(a) Describe the results of your previous Program Review's action plan and for identified equity gaps.

The equity gaps present to be much closer than in the past, we have reduced the cost to the student for supplies. Faculty are opening labs to work with students during their office hours. This has had positive results for our students.

Currently: The equity gaps have continued to close. The faculty have been addressing the students' needs to continue reducing that gap. We want and need our students to be successful to continue our tradition of graduating a highly qualified dental assistant class and keep our program full to serve the dental community.

(b) Explain any curriculum or programmatic changes since last program review

Incorporating distant education more pronounced in our program is the only curriculum change. We have courses that are offered online only, and students are having a higher level of success online in those courses than before. The time offered was a challenging time. Covid gave faculty members the opportunity to receive QOTL/DE training, we were forced to address a broader learning style, that included revisiting/learning our own learning style and face are own learning curve with technology. We all grew to be more innovative and imaginative with our teaching techniques. Dental assisting historically was taught is 80% through face to face, and 20% using technology, through Canvas we can now utilize the face-to-face labs in a more productive and efficient way. The programmatic changes were temporary due to covid restrictions, and they have been lifted.

3. Current Program Review (200-400 words)

(a) Student population equity: We have always done what we could for our students to succeed, it is what CE programs and educators do, we help people change their lives. Covid showed our team to become more empathetic to the reality for many of our students. By managing time strategies and schedules through Canvas, and extending office hours via Zoom, it worked to close gaps and be successful. During 20/21 we were on campus for labs with heavy restrictions. We had to expand our thoughts and ideas. We rose to the challenge as did the rest of the campus members.

Being a CTE program we have always had a somewhat diverse population. We were welcoming to anyone who applied to the program or was interested in pursuing dental assisting, our prime objective is to teach our students how to be a dental assistant. The Statement of Solidarity is document declaring a movement, "an institutional paradigm shifts that center on equity and anti-racism". Dental Assisting is a CE program and part of the institution and have a

responsibility to examining our program policies. I am participating in the ADEA (American Dental Educators Assoc.) dental education-wide climate study. The results of the survey will help the industry with inclusion and diversity through the dental education campus across the nation.

(b) Modes of Delivery equity: The D. A. program had face-face labs on campus during the Covid pandemic. With all the regulations on campus, with the State and National regulations (CODA), needed to be adhered to we still were able to get our students on campus. Our biggest impact was not being able to have the student work on live patients including each other. Faculty created exercises to do on family members at home to get familiar being in another person's mouth. The patient contact was accomplished in their intern offices off campus. We did graduate all students and they did complete their requirements.

(c) Discipline-level and SLO assessment/Student Services and SAO assessment: SLO/SAO assessment stayed the same. The direction was received from our accreditation bodies. An example would be, we are required to have a minimum of 300 clinical patient contact hours, we were allowed 200 patient contact hours and 100 hours of flexible instruction. which was videos, role playing, and group discussions among other assignments.

(d) Challenges and Opportunities: Covid brought us many challenges and the opportunity that I do not think will be apparent until the class of 2022 graduates.

4. Planning

a) Program goals: Post Covid has shined a new light on our program as well as our profession. We need to meet the changes Dentistry has made and we will continue to assess what is working and what is not. Our main and consistent goal is to grow our program. Dental assisting jobs are in high demand, and we are in the early stages of a new marketing campaign to address a broader audience. We will continue to reflect on what we learned from Covid to make our program stronger and a more robust member of our CSM community. We will continue to strengthen the Statement of Solidarity on and off campus.

5. CE Only

Dental assisting is in high demand. The California Dental Association has been addressing this for the past 5 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. The Advisory Board is meeting this month. We had a long hiatus due to Covid. I am looking forward to hearing how they have weathered the storm. 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.