



**Instructional Program Review – Annual Update
2021**

Date:	3/24/21
Program and Department:	Dental Assisting Program-Health Science
CTE Program?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Additional programs included in this review:	
Date of last comprehensive review:	2017
Submitted By:	Kathy Johnson
Attachments (* as needed):	<input type="checkbox"/> 6-year assessment plan – All programs, when applicable <input type="checkbox"/> 2-year scheduling plan <input type="checkbox"/> Justification for Resource Requests (if needed)

I. Alignment of the Program with the AHC Mission

AHC Mission: *Allan Hancock College fosters an educational culture that values equity and diversity and engages students in an inclusive learning environment. We offer pathways that encourage our student population to achieve personal, academic, and career goals through coursework leading to associate degrees, certificates, transfer, and skills building.*

a. Have there been any changes that would require a change to your Program Mission?

The current mission statement reflects the values of the faculty in the dental assisting program.

b. Explain how your program mission aligns with the college mission.

The college mission and values can be found here:

http://www.hancockcollege.edu/public_affairs/mission.php

Student success is paramount. The objective of both mission statements is to provide opportunities for students to advance both personally and professionally.

II. Student Success, Program Accessibility and Program Capacity

*NO data analysis required this year. Describe how the program works to promote student success

N/A

(completions job placement, transfer). Include teaching innovations and use of academic and student

As program coordinator I maintain a close professional relationship with the dental community. I attend the Central Coast Dental Society's meetings to keep them informed of the progress of our students. I regularly ask for the dental community's input on trends and needs. Students are matched at internship sites that I believe will lead to employment.

The Dental Assisting Program website has an interest list that is used to promote the DA program and to inform potential students of upcoming open house events. The application period is advertised and program applications are online. Courses that are available to the community are posted as well employment opportunities.

Hancock's Facebook is used to promote the DA program.

Students are encouraged to complete their Associate of Science in Dental Assisting degree so that can maintain a competitive edge with employment opportunities. Career pathways in dentistry are discussed. Former students are role models and mentors for current students.

A comprehensive 16 hour course is offered to students enrolling in the Dental Assisting program. A career counselor attends and discusses the pathway to complete a degree as well as courses needed for students applying for dental hygiene or dental school. A financial aid counselor attends to explain the application process and forms of financial aid available and deadlines. This allows students time to set themselves up for success when they enter the program. We discourage students from working while attending the program so that they can devote their time and energy into completing the program. Most of all we care about and encourage our students.

The improved Dental Assisting Program website has been a great asset in advertising jobs. Hancock DA students are in demand and many are hired during their internships. The program website has job posting site for current students and graduates of the program.

The Dental Board of California has approved the Dental Assisting Program to teach Coronal Polish, Pit and Fissure Sealant, and Radiography through Contract Ed to on the job trained employees. This will increase their earning potential and is a pathway toward licensure.

The Dental Assisting Program follows the "learn by doing model". DA students participate in community health fairs and school screenings.

The class of 2020 had its fair share of challenges. Theory was online and labs were organized in a way that followed health and safety codes. Students were encouraged to meet with instructors after zoom class for support. The Dental Assisting Instructors demonstrated excellent teamwork in communicating concerns about students progress. Clinical instructors who were in contact with students acted as an ambassador for the program. They were the glue that held the program together.

The incoming class of 2021/22 will return to in person instruction. Instructors and students preferred in person learning. This greatly reduces the burden of instructors and will provide better support to students leading to a better learning experience and greater student success.

- a. List any notable accomplishments of the program (student awards, honors, or scholarships can be listed here also)

Dental assisting students receive 5 scholarships of \$250 each year from the Central Coast Dental Society. One scholarship is in honor of a former student, Tatiana Castro, who died tragically in a car accident.

Lindsey Miller Cunningham is now in Kansas as an Air Force Dentist. She continues to be a mentor for students interested in becoming Dentists. She has recently been accepted into a residency program for facial trauma specialty at the prestigious Walter Reed Hospital.

Due to the pandemic the Dental Assisting students were not allowed into elementary schools or community screening programs. Students participated in the food giveaway program on Hancock's campus and provided oral hygiene kits and care instructions to community members who were in need.

III. Quality and Innovation in the Program and Curriculum Review

- a. Are you on track in your assessment plan for course and program SLOs? If not, please explain why.

Intuitional effectiveness recently attended a Department meeting to discuss how Hancock will be reporting SLO's and PLO's.

I am in the process of reviewing the program student learning outcomes.

This is an area that requires more attention as I become familiar with the new system of reporting

- b. Have you shared your assessments or improvement plans with your department, program or advisory committee? If so, what actions resulted? If not, how do you plan to do so in the future?

Outcomes have been discussed at faculty and advisory meetings. Suggestions have been included on program review and equipment requisitions.

The advisory board members were disappointed that the staffing of the clinical fulltime position, administrative assistance for the Health science department and new flooring has not been resolved after many years of discussion.

Note: We currently do not have administrative help taking minutes. This is problematic when asked for a record of minutes. It is difficult to be the presenter and the note keeper. One Program Technician and only limited clerical support (10 hours per week) for 5 programs is inadequate. This is an ongoing stressful situation.

- c. Did any of section, course or program improvement plans indicate that your program would benefit from specific resources in order to support student learning and/or faculty development? If so, please explain.

- We need a fulltime clinical instructor. There are 7 part time instructors' team-teaching clinical courses. It is the number one complaint from students that there is inconsistency in instruction and with grading.
- Administrative/clerical assistant in Health Science office.
- New flooring in dental clinic.

- d. In reviewing your outcomes and assessments have you identified any and all that indicate a modification should be made to the course outline, the student learning outcomes or the program outcomes? Please state what modifications you will be making.

Student Learning Outcomes were revised and simplified in 2017 although the process of gaining approval through the chancellor's office took until 2018.

DA 317 course outline needs to be modified to make it a co-requisite to DA 318. This was deemed necessary after a student failed DA 317 and we realized that it would not be required for her to retake the clinical class, DA 318 Basic Dental Assisting Skills, at the same time.

- e. Have all course outlines been reviewed within the last 5 years? If not, please explain the plan to bring course outlines up to date and include timelines for the review and submission to AP&P.

Yes, the Dental Assisting program underwent course review in 2017 and all courses were reviewed and modified as needed.

- f. For **CTE courses/programs only**, as per §55003, have prerequisites, corequisites and advisories (PCAs) for courses and/or programs been reviewed within the last 2 years?

They will be reviewed and modified during the Fall 2021 semester.

IV. Focus and Engagement of the Program

- a. Summarize major trends and opportunities as well as challenges that have emerged in the program

The interest list on the Dental Assisting Programs website is an effective tool to recruit students. There were 200 students in the interest list. I hosted an online orientation to explain the application process and discuss the rigor of the program. The event was well attended. I have also been emailing the PowerPoint and a fact sheet to students who are interested in applying. Students are impacted by the lack of student support on campus.

Hancock Colleges Facebook is used to promote the program.

As program coordinator, I maintain a close professional relationship with the dental community. I attend the Central Coast Dental Society meetings to provide updates and express my appreciation for providing scholarships.

I am frequently in communication with members of the dental advisory board.

I encourage students to complete their Associate of Science degree for a competitive employment edge and so they may advance into Dental hygiene programs in the future.

The class of 2020/2021 has had its fair share of challenges. Theory was online and labs were organized in a way that followed health and safety codes. Students were encouraged to meet with instructors after zoom class for support. The Dental Assisting Instructors demonstrated excellent teamwork in communicating concerns about students' progress. Clinical instructors who were in contact with students acted as an ambassador for the program. They were the glue that held the program together. Due to restrictions on the number of students allowed in classrooms curriculum was modified and students were in a rotation from the wet lab to the dental clinic. The Dental Assisting program lab technician, a classified position, played an important role in the program operating smoothly. Restrictions were put in place on community members who were allowed to participate in dental clinics. Internship placement has improved but remains a challenge. Some internship offices are requiring students to provide their own PPEs due to the Covid safety requirements and expense. This has put a burden on the budget and supply of the Dental Assisting Program.

The class of 2020 was delayed from graduating for 5 months due to the closure of dental offices that prohibited students from completing their internships. It was the student's responsibility to send in their applications to the dental Board. Students found it difficult to get fingerprinting as many businesses were closed. Students procrastinated in sending out their applications even with reminders from me post-graduation. Students completed the program in October, however only three students took their Registered Dental Assisting licensure exam last year.

The Dental Board processing of program applications is currently about 6-8 weeks. This delays the student's ability to schedule their written exam and impacts their preparedness for the exam. Occasionally the delay is longer if the application is incomplete or if there are questions about information that was provided. The Dental Board would like to have the student's certificate of achievement included in their application. This certificate is currently not sent to the student until months after they graduate. Dental Board applications are sent in the day the program ends. I have discussed this concern with the head of admissions and a letter will be provided one month after graduation that can be used as proof of completion. Applications will need to be sent out on last day of program. The updated letter from admissions is useful for me providing proof to the Dental Board if they challenge an applicant's request.

Due to the pandemic we did not offer the three additional stand-alone certification courses, Radiography, Coronal Polish and Pit and Fissure Sealants, through Contract Ed. The Infection Control Certification class was also not offered in 2020. I hope to resume these courses when it is practical to do so.

The Health Science staff have not had an administrative assistant for the last 11 years. The lack of assistance has created additional stress and overtime hours as well as faculty working out of classification on their job duties. The absence of classified staff on campus during 2020 and Spring of 2021 has created many challenges for those programs who are training essential workings.

The Dental Industry is increasingly becoming more reliant on technology. In order to remain current, we have been able to incorporate the use of technology, two digital scanners, into our clinical instruction.

The dental clinic is now thirteen years old and will require more maintenance of equipment. The floors are an infection control and safety hazard due to the uneven edges of the metal plates over the trenches. The previous Plant Service' approved replacing floors but that request was dramatically down sized to a patching of panels. The advisory board was very disappointed at the lack of importance placed on this project.

Due to Covid-19 Infection Control regulations (OSHA, DBC and CDA are changing). There will be a need for new technologies to keep the dental clinic sterile. Among the equipment that may be required in the future are air purifiers, foggers, UV light sterilizers, improved suction devices. Some technology has not been invented yet or marketed. It will take time to know what is recommended and what is required. Changes are forthcoming and will be requested in the future.

The shortage of personal protective equipment (PPE) is problematic. There is limited availability and costs have increased dramatically. A budget augmentation will be necessary.

Future enrollment may be temporarily impacted as Dental Assistants are considered a high-risk category. Until the pandemic is under control or managed effectively.

The incoming class of 2021/2022 might return to campus. We are excited to return to in person instruction. Instructors have raised concerns about classroom size, lecturing with a face mask. Some instructors remain unvaccinated. Faculty has requested smaller class size to accommodate spacing of students, a plexiglass screen so faculty can lecture with a mask on and increase in hand sanitizer.

The length of the program was extended by 5 months due to the closure of dental offices. This will appear as if we had no graduates which could impact future funding and planning for the Dental Assisting program. The Dental Board has not made any accommodations due to the pandemic.

Dental Assistants are in the high risk category for infection to aerosols that are created during dental procedures. Students will need to be fit tested for N-95 masks. Some students may not be able to wear this mask due to pre-existing conditions (respiratory) and this could prevent them from working in this industry.

Data for Program with Vocational TOP Codes (CTE):

http://www.hancockcollege.edu/institutional_effectiveness/reports.php

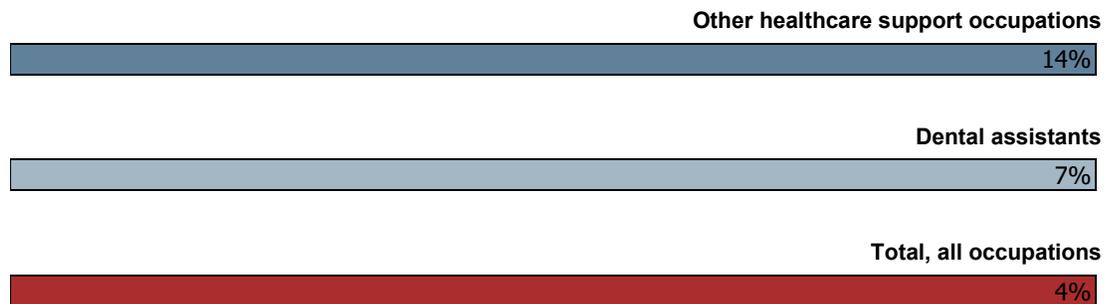
Please review the data and comment on any trends.

Much faster than average. 2018-2028 is projected to increase by 11% according to bureau of labor statistics. Currently San Luis Obispo county has a greater need for Registered Dental Assistants.

Job Outlook About this section

Dental Assistants

Percent change in employment, projected 2019-29



Note: All Occupations includes all occupations in the U.S. Economy.

Source: U.S. Bureau of Labor Statistics, Employment Projections program

Employment of dental assistants is projected to grow 7 percent from 2019 to 2029, faster than the average for all occupations. Ongoing research linking oral health and general health will continue to increase the demand for preventive dental services. [Dentists](#) will continue to hire dental assistants to complete routine tasks, allowing dentists to work more efficiently. As dental practices grow, more dental assistants will be needed.

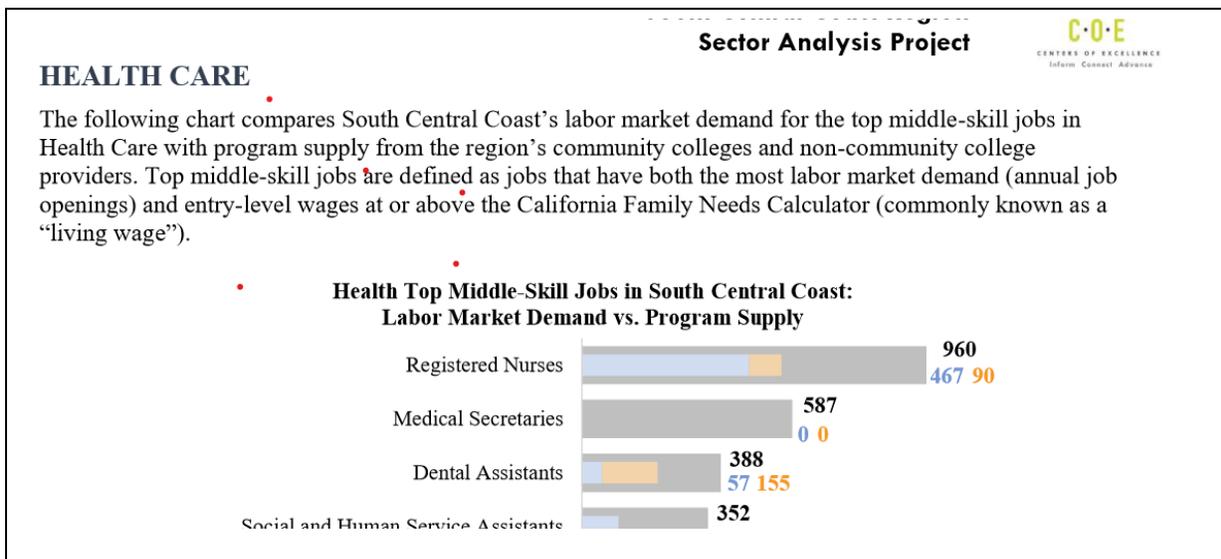
As the large baby-boom population ages and as people keep more of their original teeth than did previous generations, the need to maintain and treat teeth will lead to continued increases in the need for dental care.

b. Current industry employment and wage data (please cite sources)

c. Industry employment and wage trends

Health 31-9091	
Dental Assistants	388 \$16.52 -\$19.73
Health 29-2021	
Dental Hygienists	119 \$42.90 \$49.61

d. TOP code employment CORE indicator report



e. Advisory committee recommendations

March 13, 2020 the Dental Assisting Advisory Committee met and we discussed the floor in the dental clinic. It was unanimously determined the floor was a safety hazard (infection control and trip). It has been identified in the last two annual program reviews and all annual reviews as a concern. The project was slated for replacement of flooring and was awaiting budget approval. When we made it to the top of the project list, a change in management in Plant Services determined that the floor should be repaired and not replaced. This remains a concern among those members of the advisory board who have worked in the dental clinic providing patient care.

Fulltime clinical faculty.

Clerical support

Next meeting scheduled for April 23,2021 via Zoom. A meeting was scheduled in November, 2020 was postponed due to scheduling conflict.

e. Continuous Improvement of the Program

a. Status of Final Plan of Action – Post Validation

Summarize the progress made on the recommendations from your last comprehensive program review plan of action

PLAN OF ACTION	ACTION TAKEN/RESULT AND STATUS
Flooring in Dental Clinic	No change. Downgraded from replacement to repair. Advisory board was dissatisfied with the change in status. Repair was not done, presumably due to pandemic and the change in priorities.
Fulltime clinical Instructor	No change. Have applied for 16 years.
Clerical support	No change. Have applied since 2006. Health science administrative support is disproportionality low compared too other CTEA accredited programs. This has created low morale and extra work for our department.
Fillable application	No change. AHC purchasing software- 2022 available? C.N.A. program is the first program to launch the online application for class of Fall 2021.
Improve website	The DA website is one of the most used of Health Science programs. I am using the website to recruit students. It has been a success.
Technical writing and terminology	No change

b. List any new resources that the program received in the past year and the results

Strong workforce grant purchased digital scanners for dental clinic. Fixed prosthodontic curriculum will be upgraded to incorporate new technology into clinical classes. Students will be better prepared for working in a modern dental office.
The Chancellors office made it possible to purchase additional or more expensive PPE's.
DA 329 was able to be offered in the Fall of 2021 allowing students to complete the internships and complete the program after closure of dental offices in the Spring of 2020. I believe this funding was thru the Chancellors office grant to community colleges.

c. List any new or modified recommendations below, including rationale for these in the table.

Program Improvement Plan (Program ,Priority Number, year)	Anticipated Outcome (Goal)	Program Goal Status (Indicate if this goal is ongoing from a previous Annual Or Comprehensive Program Review or new this year).	Alignment to Strategic Directions and planning goals (see " Alignment to Strategic Directions" Attached	Activities	Justification (Evidence of need)	Resource Request (From table Below)	Anticipated Completion Date or On-going
1. Purchase needed PPE	Health and safety of students and faculty	New	IR2	Clinical patient care and Certification courses	Shortage of PPEs and cost increases. Compliance with OSHA and DBC regulations.	District budget Augmentation	ongoing
Purchase of Infection Control equipment	Health and safety of students and faculty	New	IR3	Clinical patient care and Certification courses	Compliance with OSHA and DBC regulations.	District budget or Grants	Fall 2021 Spring 2022
Air Purifiers for Dental Clinic	Health and safety of students and faculty	New	IR3	Clinical patient care and Certification courses	Compliance with OSHA and DBC regulations.	District budget or Grants	Fall 2021 Spring 2022
New computers w/ cameras and Microphones	Student access	New	SLS2	ERT courses	No cameras or microphone in Health Science department	District budget	Fall 2020 Spring 2021

New door locks for classrooms	Student Safety	ongoing			As of March 31, there have been 126 mass shootings. A total of 629 people either killed or injured.	District Budget	Fall 2021
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d. Summary of request for resources. Please list the type of request (facility, technology, staffing, equipment, other) and rank their priority.

Resource Requests (Program, RRX year)	Item	Program Goal	Type	One-time cost	On-going cost (per fiscal year)	Anticipated Completion Date or On-going
2012,2016,2017,2018	Flooring for Dental clinic	Facility	50,000	Yes		Dependent of funding
2012,2016,2017,2018	Hire fulltime Clinical Faculty	Staffing	85,000		Yes	Dependent of funding
2012,2017	Increase hours for lab technician during Spring semester	Staffing				
Since 2006	Hire clerical/admin. Staff for health science office	Staffing	?		?	Dependent of funding