Instructional Discipline Template e5Câ5ET

A. Program Information

Program Mission Statement

Please enter your mission statement here.

Program Level Student Learning Outcomes

Answer:

Upon completion of the Dental Assisting Program graduates will demonstrate entry-level competency skills mandated by the Commission on Dental Accreditation and the Dental Board of California (aligns with ILO of Communication, Creative, Critical, and Analytical Thinking, Community/Global Consciousness & Citizenship). Upon completion of the Dental Assisting Program graduates will implement proper radiation safety for patients, self, and others (aligns with ILO of Community/Global Consciousness & Citizenship).

Sections	26	26	26	27	26	0.0%
WSCH	731	725	532	637	730	-0.1%
FTES (end of term)	48	48	35	42	48	-0.1%
FTEF (end of term)	2.4	2.5	2.5	2.6	2.6	6.1%
Productivity (WSCH/FTEF)	304	295	216	241	286	-5.9%

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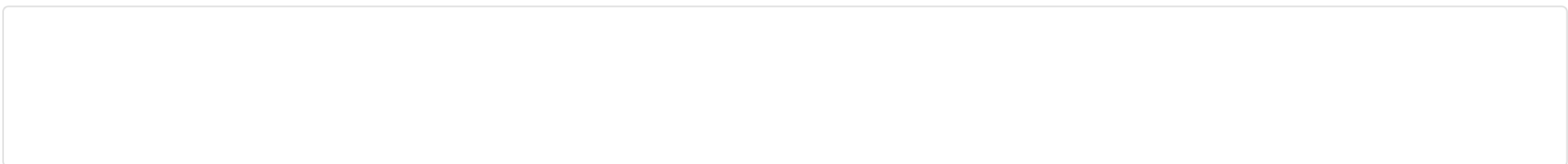
a. Enrollment by Gender

The following questions concern enrollment distribution by gender.

1. In the data table above, what does the data trend indicate about program enrollment by gender?

Females

- the data trend shows an increase in the female enrollment rates
- the data trend shows a decrease in the female enrollment rates
- the data trend shows no change in the female enrollment rates

Males

- the data trend shows an increase in the male enrollment rates
- the data trend shows a decrease in the male enrollment rates
- the data trend shows no change in the male enrollment rates

If the data trend shows a change in male or female enrollment, explain why there was a change.

> **Answer:**
>
> The data shows a decrease in females and a increase in males. It is unknown why there is an increase in male enrollment. Three of the 5 male students who completed the program in 2018-19 were interested in dental hygiene or dentistry and may have applied because the college has a dental hygiene program. However, the same reasoning applies to the female students in the program.

2. Does your program differ in the percentage of males to females, in this most recent year, compared to the College? (College 2018-19 = 52% Female, 48% Male)

- yes
- no

If the data indicates a lack of gender parity in your program as compared to the college percentages, what is the source of that disparity and what proposed/planned actions is the program taking to achieve parity?

> **Answer:**
>
> Job market statistics reflect the lack of gender parity in the program. The career has been traditionally dominated by women, however

Course Success for African American, Latinx, and Filipinx Students

	2014-15		2015-16				2017-18		2018-19	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Success	168	97%	135	94%	200	99%	191	97%	176	100%
Non Success	0	0%	0	0%	2	1%	0	0%	0	0%
Withdrew	6	3%	8	6%	0	0%	6	3%	0	0%
Total	174	100%	143	100%	202	100%	197	100%	176	100%

Course Success for Asian, Native American, Paci÷c Islander, White, and Decline to State Students

	2014-15		2015-16		2016-17		2017-18		2018-19	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Success	258	96%	285	98%	111	90%	171	90%	246	99%
Non Success	2	1%	7	2%	4	3%	5	3%	3	1%
Withdrew	8	3%	0	0%	8	7%	13	7%	0	0%
Total	268	100%	292	100%	123	100%	189	100%	249	100%249

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Filipinx

    the data trend shows an increase in the Filipinx course success rates
    the data trend shows a decrease in the Filipinx course success rates
    the data trend shows no change in the Filipinx course success rates

Latinx

    the data trend shows an increase in the Latinx course success rates
    the data trend shows a decrease in the Latinx course success rates
    the data trend shows no change in the Latinx course success rates

Native American

    the data trend shows an increase in the Native American course success rates
    the data trend shows a decrease in the Native American course success rates
    the data trend shows no change in the Native American course success rates

Pacific Islander

    the data trend shows an increase in the Pacific Islander course success rates
    the data trend shows a decrease in the Pacific Islander course success rates
    the data trend shows no change in the Pacific Islander course success rates

White

    the data trend shows an increase in the White course success rates
    the data trend shows a decrease in the White course success rates
    the data trend shows no change in the White course success rates

Decline to State

    the data trend shows an increase in the Decline to State course success rates
    the data trend shows a decrease in the Decline to State course success rates
    the data trend shows no change in the Decline to State course success rates

If the data trend shows a decrease in any of the student ethnic groups' course success rates, explain why the percentage decreased for each (address each ethnic group by bullet point).

Answer:
N/A

2. Do the data indicate a gap in course success for any of the ethnic groups as compared to other groups?

    yes
    no

If yes, describe the reasons for the gap in course success.

Answer:
Even though all success rates are relatively high there is an interesting gap between the White ethnic group (85-95%) compared to the other ethnic groups which have higher success rates.

3. Do the data suggest that changes are necessary to improve program course success equality?

    yes
    no

If yes, describe the proposed actions for stabilizing/improving the course success by ethnicity.

Answer:
We are open to suggestions for this one. The program hired a part-time (who doesn't speak Spanish or Vietnamese) for the 2019-20 academic year.

Use this opportunity to provide feedback on the template or address a topic that was not previously discussed.

Answer:
I had difficulty when the trends were not obvious. I feel my interpretation is subjective and I did feel some discomfort taking a "educated guess" on some trends. Could there be a answer besides "increase, decrease or remain the same" for ethnic groups missing from program courses i.e. The program had no Pacific Islanders. Perhaps a answer that says "ethnic group not represented in course

success percentages"

This form is completed and ready for acceptance.

Career and Technical Education Programs Addendum

Table of Contents

A. Re-Accreditation Information

1. When was your last re-accreditation visit?

Answer:
June 2018

2. Did the program maintain accreditation?

yes

they were awarded that some programs (not Foothill) would ask for monetary incentives.

4. What were the major citations of the last re-accreditation report (e.g. areas of improvement, strategic direction, facilities, personnel, etc.)?

Answer:
The program needed to include didactic and laboratory/preclinical instruction for dental emergencies. This was a recommendation made by the site visiting team and the program director submitted a report with appropriate documentation before the recommendation went to the CODA Review Committee. Therefore, the program received a status of "Accredited with no reporting requirement".

5. What actions has the program taken to address the accreditation citations/recommendations? What barriers has the program faced in implementing improvements?

Answer:
The program director submitted a report with appropriate documentation before the recommendation went to the CODA Review Committee. Therefore, the program received a status of "Accredited with no reporting requirements). No barriers were encountered, however, prior to the site visit the program director had been requesting a digital scanner for manyMnerMfm22u

Answer:

No areas of concern were noted during the annual accreditation report.

B. Advisory Board

1. Did the program hold an annual advisory meeting each year of the five-year cycle?

yes
no

2. Did the program submit advisory board meeting minutes each year of the five-year cycle?

yes
no

Visit https://www.calpassplus.org/LaunchBoard/Community-College-Pipeline.aspx (https://www.calpassplus.org/LaunchBoard/Community-College-Pipeline.aspx) to view your program data.