

Dental Assisting-FH Cara Miyasaki - Dental Assisting

## 21-22 Annual Progress Report

### Recommended actions for improvement identified in the 5-Year Self-Study.

Note: The program did not accept a class for the 2020-21 academic year due to the pandemic.

Increase diversity especially with marketing materials. Increase enrollment. Increase male applicants and students from disproportionately impacted student populations. Revamp curriculum for 9-month full-time pathway with the goal to decrease hours to accommodate students who need to work while attending the program. Need for equipment and materials for more hands-on practice. Decrease attrition in Fall quarter.

### Actions taken and progress made in accomplishing the improvement.

In January 2020, a large group of approximately 30 dentists participated in a initial meeting to discuss the potential of an dental assisting apprenticeship pathway. Following that meeting the Dean, VP of Workforce, Apprenticeship Dean, Apprenticeship Admin. Assistant and the Dental Assisting Program Director developed and received approval from the Department of Apprenticeship Standards for a the first dental assisting apprenticeship pathway approved in California. The barriers to the pathway included a pandemic, requesting permission to have such a pathway from the Commission on Dental Accreditation, developing and writing stand alone course approval applications for the Dental Board of California, advertising and hiring apprenticeship faculty (and tutor). In a surprising turn of events even in the midst of a pandemic the pathway cleared the last barrier in August 2021 and the inaugural class started in September 2021. In addition, upon request from the program director the California Dental Association donated \$68k to fund the expenses of the apprenticeship students. The Foundation Office is managing the grant and vendors have been acquired to avoid students having to request reimbursement for their physical examination, CPR certification, uniform costs, textbooks, dental models and supplies

The program director worked with the Marketing Department to revise and develop marketing strategies for the program. The website was also revised and updated to feature the conventional 9-month full-time program and also include the 15-month paid apprenticeship pathway; to include a side-by-side comparison of the two pathways. The new e-brochure features a student representing disproportionately impacted students.

Over 90 students applied to the program for the 2021-22 academic year. The number of applicants has been increasing steadily over the past several years. There was an increase in enrollment for male and disproportionately impacted students which resulted in an increase in the entering class. The 9-month pathway started with a full class of 24 students. The inaugural class for the 15-month paid apprenticeship pathway enrolled 15 students.

The 9-month full-time student pathway curriculum hours have been reduced by several hours a quarter. Also, starting for the 2021-22 academic year the lecture and lab/lectures are offered online asynchronously in Canvas.

Student and graduate surveys reflected a need for more hands-on labs and practice. Perkins, lottery and SWP funding were used to purchase additional equipment and materials for the 2021-22 academic year.

The program hired 2 apprentice faculty and 1 tutor who is bilingual in Spanish. The apprentice faculty quickly received Canvas Certification over the summer of 2021 and began to develop their apprenticeship courses. The apprenticeship faculty are being mentored by virtue of attending a 9-month lab on Friday and are being paid as embedded tutors for that Friday lab. The 9-month students benefit with the availability of more faculty in the Friday lab. The apprentice faculty can prepare for the same lab topics for the apprenticeship labs offered later in Fall quarter.

Bilingual tutors (Spanish and Vietnamese) who are graduates of the program were hired for the 2021-22 academic year to continue the practice of offering bilingual tutoring services for the students.

Currently, seventy five percent of the faculty are Asian. In an effort to balance the diversity of the faculty the program director will hire a graduate who is also representative of a disproportionately impacted student population. The student is finishing up her studies in the dental hygiene program and will be hired as a tutor for the next academic year. This graduate will be encouraged to apply for a faculty position once minimum qualifications are met.

### Evidence used to evaluate progress.

(ex: What data are you using to make your progress judgment?)

1. Developed and implemented apprenticeship pathway for the 2021-22 academic year.
2. Number of applicants who applied to the program.
3. Website revision and update completed to promote both pathways

4. Reduction of hours in course outlines approved through curriculum process.
5. Delivery of equipment and materials over the last academic year
6. Bilingual tutors hiring completed in Cornerstone.

## New trends, policies, or state initiatives that have impacted your actions for improvement.

If we regard the pandemic as a trend, dental procedures are considered the riskiest procedure for transmission of COVID-19. Almost all dental procedures produce droplets and aerosols. The pandemic has driven policy decisions for dental PPE requirements. PPE requirements translate to increased costs which have increased significantly to include pricey N95 respirators/masks necessary for procedures that produce droplets and aerosols. From March 2020 to June 2020 the dental programs went to a virtual platform. The dental hygiene and dental assisting programs were allowed to return to campus in July 2021. The approval by the District to allow the allied health programs to return to campus was much appreciated as that many California dental assisting programs have yet to return to campus and many 2020 students in those programs have yet to graduate.

CDC, OSHA, Santa Clara County Health Office and other regulatory agency polices are constantly shifting and the programs must pivot on a continual basis to keep up with shifting policies.

The state Chancellors Office has been looking closely at non-traditional apprenticeship pathways especially for dental assisting. Grant funding has been made available for the development of such pathways or partnerships. The dental assisting program has yet to see any grant funding which has proven to be a great source of frustration. The program needs someone who has experience with grants to identify possible grants that could be requested and someone to write the grant with grant writing experience.

## Actions needed/designed to address the area of work/improvement for new trends, policies, or state initiatives.

The dental hygiene and dental assisting program share one 18 unit clinic. This clinic is not sufficient for both programs especially since the dental assisting program implemented an additional apprenticeship pathway. There are times when the clinic is used by both programs which creates overcrowding and difficulty to communicate especially with the amount of PPE needed in the clinic (N95 respiratory, protective eyewear, face shield). The dental assisting program needs a 6-8 unit training clinic for the dental assisting pathways. When not being used to train dental assistants, this clinic could also provide low-cost dental care to the community and is staffed by dental students and dental school faculty. The presence of a restorative dental clinic on campus would increase the ability to have interprofessional education between the dental hygiene, dental assisting and dental students.

The request for a separate dental assisting training area or a new building for allied health has been a request for over 7 years in the annual program reviews. The program would like to have this funded by the funding in the various college bonds, Strong Workforce, and Perkins.

The dental assisting program currently has one full-time faculty who is also the program director who will retire in January 2023. The program has 9 part-time faculty which makes it difficult to coordinate for synchronous meetings. The program needs 2 full-time faculty. Adjunct faculty work in private practice which makes it difficult to schedule faculty meetings, course scheduling, curriculum management & development, professional development, etc. The program will need to write a accreditation self-study for a site visit in 2026. The last self study was appx 1500 pages. The self study process takes approximately 2 years and the current program director contract is for 10 months, however, the director works during every summer without compensation to write the self study, meet and admit students, coordinate new student requirements (i.e physical examination, CPR certification, communicate with uniform vendor, N95 medical questionnaire & clearance for N95, collect COVID vaccination records), fit testing for N95 respirator, hire and mentor faculty, respond to emails from dental offices, prepare contracts, inventory and order supplies and equipment, revise policy manual, review course and graduate surveys, submit procard statements, among other things.

This form is completed and ready for acceptance.

Administrator's Name:

Date:

Comments: