

## 22-23 Annual Progress Report

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

**Students:** Recruit more male students and students of color.

**Marketing:** Increase the number of applications and admitted students. Plan and implement a outreach to local dental offices.

**Student support & Curriculum:** Offer a curriculum compatible with the needs of the student.

**Equity amongst faculty:** Faculty should be representative of student population.

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

**Recruit more male students and students of color:** An intensive marketing campaign occurred during summer 2022 which increased the number of applications and admitted students. Also, students attending spring or summer 2022 ESL courses were emailed to inform them of the program pathways. Student information sessions by Zoom were conducted during the summer. The program has been experiencing an increase in male students. Two male students attended in the 2021-22 cohort and 3 male students are attending this academic year (2022-23) in the 9-month full-time student pathway. One male student is attending the apprenticeship pathway. Latinx and Filipino/a students are represented in the program pathways, however, there is a lack of Pacific Islander and African American students attending the program pathways.

**Marketing:** An intensive marketing campaign occurred during summer 2022 which increased the number of applications and admitted students. The program still needs to plan and implement a outreach to local dental offices. The program's administrative assistant can now make changes to the website without the involvement of marketing, hence the program website is being updated each year.

**Student support & Curriculum:** A full-time faculty member has been hired who can henceforth attend professional development activities involving equity, leadership and other college activities not normally available timewise for part-time faculty who work in private practice or at multiple colleges. Printing of course lecture, lab and clinic manuals paid for by lottery funding means each student in both pathways receives the manuals at the same time without delay waiting for financial aid funding or EOPS appointments. Bilingual tutors and tutors of color have been hired and have the ability to tutor outside of class time or are embedded tutors. The program added another pathway using an apprenticeship model with 16 classes and 15 months (2000 hours) of paid work experience. The apprenticeship pathway offers half the number of units for the traditional 9-month full-time student pathway. The apprenticeship faculty have been mentored for the first cohort and are calibrated and cross trained for lab and clinical sessions. These students qualify to apply to take their state licensure written exam upon completion of the pathway. In addition, the program secured a 68k grant from the California Dental Association to pay for the apprentice students out-of-pocket expenses such as uniform, physical exam, CPR/BLS certification, etc. This academic year (2022-23) the program is able to award a laptop to each student attending the apprenticeship pathway if they are in good standing after the Fall quarter census.

**Equity:** Currently the ethnicity of the faculty are 75% Asian and 25% white. The program is actively seeking and hiring faculty and dental professional mentors reflecting the respective ethnicity so students can identify and relate to successful dental professionals of their race.

### Evidence used to evaluate progress.

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

**Recruit more male students and students of color:** The program has been experiencing an increase in male students. Two male students attended in the 2021-22 cohort and 3 male students are attending this academic year (2022-23) in the 9-month pathway. There is one male student in the apprenticeship pathway.

**Marketing:** An intensive marketing campaign occurred during summer 2022 which resulted in an increase in applications and admitted students. Program website updated in Spring 2022.

**Student support & Curriculum:** The 15-month apprenticeship pathway will graduate the first cohort of students at the end of December 2022. Bilingual tutors are hired or are in the process of being hired. Embedded tutors attending Friday and Saturday labs for student support.

**Equity:** The program has hired a graduate of the program who is of color and is currently working as an embedded faculty tutor in both the 9-month full-time student pathway and the apprenticeship pathway.

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

The pandemic has exacerbated a underlying problem which entails lack of clinical space for the dental hygiene and dental assisting

departments. It became apparent during the pandemic that make-up lab or clinical sessions could not be arranged due to availability of lab or clinical space and availability of faculty at the same time. Furthermore, the shared clinical space is no longer viable given the need for labs and clinic sessions for program expansion.

The state of California is highlighting and emphasizing apprenticeship pathways. There will be a state initiative that will award up to \$3500 to the college per apprentice student. In addition, there will be 1 million dollar grants for apprenticeship program expansion or creation.

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

The program needs a long term strategic plan for classroom, laboratory and clinical space and equipment that is supported by the college and stakeholders.

Programs such as ours could benefit with a qualified grant writer who would be posed to apply for grants when the opportunity arises.

The program will need to hire another full-time faculty upon retirement of the program director in August 2023 to assist in the management of the two program pathways.

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This form is completed and ready for acceptance.

Administrator's Name:

Date:

Comments: