Instructional Discipline Template

Instructional Discipline Template 2023

A. Program Information

Program Mission Statement

Please enter your mission statement here.

The mission of the Entry Level BS Dental Hygiene Program is to educate students to be eligible for licensure as dental hygienists. This education will include courses in basic, social and dental sciences, liberal arts, dental ethics and jurisprudence, and public health with an emphasis on the clinical aspects of dental hygiene practice. This education will provide the students with a foundation to pursue lifelong learning.

The mission of the AS-BSDH Completion program is to provide an in-depth education to students who already have an AS degree and a registered dental hygienist license and want to complete their bachelor's degree. This education includes developing a capstone project and skills in critical thinking and writing, communication, cultural sensitivity, and research. This degree will allow for expansion of career opportunities beyond private dental office settings and promote career advancement in management, education, public health and research.

B. Enrollment Trends

Enrollment Variables and Trends

Enrollment Trends
Health Sciences & Horticulture - Dental Hygiene-FH

	2018-19	2019-20	2020-21	2021-22	2022-23	5-yr %Inc
Unduplicated Headcount	259	262	240	217	188	-27.4%
Enrollment	1,116	1,058	1,119	1,069	956	-14.3%
Sections	44	41	43	45	41	-6.8%
WSCH	1,862	1,571	1,792	1,761	1,603	-13.9%
FTES (end of term)	124	105	120	117	107	-13.7%
FTEF (end of term)	7.1	6.7	7.1	7.4	7.9	10.3%
Productivity (WSCH/FTEF)	261	234	253	238	204	-22.0%

B.1 - FTES

Goals: What is your program's goal with respect to FTES?

Our goals are to increase the current FTES for the completion degree program, increase enrollment in DH200L (required prerequisite for the entry level), and improve retention of students within the entry level program. Enrollment showed a 14.3% decline in enrollment over the last five years. Over the period enrollment fluctuated slightly but in 2022-23, enrollment dropped possibly to a decrease in applications for the AS-BS Completion program, a decrease in students enrolling in DH200L, and decrease in cohort size for the Entry level class of 2023. We may have had fewer applicants for the Completion track during this time due to competition from two other dental hygiene programs being selected to also offer degree completion tracks. Enrollment in DH200L also declined over this period. Possibly due to the pandemic and a reduction in students pursuing healthcare careers. A few students left the entry level program due to personal issues.

Observation & Inferences: What do you observe in the data above in relation to your goals? What do you want the college to understand about the FTES in your program?

The data shows a 14% decrease in enrollment. One cause may be a slight drop in applications for the AS-BS Completion degree program during 22-23. The entry-level program is limited to 24 students because it is constrained by the size and square footage of the dental hygiene clinic on the Foothill

College Campus. Accreditation standards restrict the faculty teaching ratio to student in a clinical setting to 1:5 for our entry-level program. Because of health/safety and the assurance of careful delivery of service we are mandated to this ratio. We did have a few students leave the entry level program during this time. DH200L is a required prerequisite for the entry level program. Enrollment in this course introduces students to a career in dental hygiene. During the pandemic, dental hygiene was listed as having the greatest risk of disease transmission and may have deterred applicants from pursuing this career.

Action: What actions does your program plan to take in order to achieve your goals?

The entry level program is successful as evidenced by the consistent 100% pass rate on the licensing exams. Every DH applicant must have accurate guidance from our academic counselors. To retain students, we have included more information regarding college services such as health and wellness to provide students with the support needed to be successful.

To increase enrollment in DH200L, we will continue outreach efforts to high schools regarding the entry level program and the benefits of a career in dental hygiene.

The AS-BSDH completion program continues to be successful in providing students with the opportunity to complete their degrees. We plan to grow productivity by increasing marketing and recruitment efforts to dental hygienists in California and out-of-state. We want to expand the number of sections offered to accommodate an increasing number of students enrolled.

Needs: What does your program need to execute this action plan?

- Financial support for external marketing of the DH program is needed to support targeted recruitment and the development of new and innovative ideas to attract under-represented students.
- Continued funding is needed for the AS-BS degree program coordinator.
- Dedicated academic counselors should be identified to work with perspective dental hygiene students prior to applying to the Entry level and AS-BSDH completion programs.
- Improve student retention with an orientation to the college services and weekly check-in with students to address concerns.

B.2 - Sections

Goals: What is your program's goal with respect to sections?

Our program's goal with respect to sections is to remain consistent with what we currently offer in the Entry Level DH program because we are limited to 24 students per cohort based on accreditation standards and clinic size.

We want to continue growing the AS-BSDH completion program which is not capped for enrollment. As enrollments increase, it is our hope to offer more sections for the working dental hygienist.

Observation & Inferences: What do you observe in the data above in relation to your goals? What do you want the college to understand about the sections in your program?

From the enrollment data, we can see that the number of sections remained consistent from 2018-19 to 2021-22.Our goal is to stay consistent with the number of sections offered in the entry level DH program. We are limited by the number of students that we can accept into this program due to accreditation standards and the size of our clinic.

We are trying to increase enrollment in our online AS-BSDH completion program and could possibly increase the number of sections offered for these courses since the enrollment is not limited by accreditation standards.

Action: What actions does your program plan to take in order to achieve your goals?

To increase enrollment, we need continued outreach and marketing efforts for the AS-BSDH program. Funding is needed specifically to use for digital marketing via social media and professional platforms.

Needs: What does your program need to execute this action plan?

To execute this plan, we need continued funding for marketing and outreach for the AS-BSDH program to increase enrollment and hiring a full-time program coordinator for the AS-BSDH program.

B.3 - Productivity

Goals: What is your program's goal with respect to productivity?

Our program goal is that productivity remains constant for the entry level DH program. We are required by the Commission on Dental Accreditation and the California Licensing Board to maintain a student-to-faculty ratio of 5:1 in this program and are limited by the size of the clinical facility. One way to increase productivity for this program would be to increase the size of the clinic facility which would allow us to accept a larger cohort of students.

Our goal for the AS-BSDH completion program is to continue to increase productivity through on-going marketing and outreach to increase enrollment in the program.

Observation & Inferences: What do you observe in the data above in relation to your goals? What do you want the college to understand about the productivity in your program?

Comparing the data between the years 17/18 and 21/22, there was a 5.1% increase in productivity for our program. The Entry level DH program continues to be robust with a large applicant pool and successful outcomes for enrolled students. The increase in productivity may be mainly due to the launch of the AS-BSDH completion program in spring 2018. This program has continued to grow in student enrollments and since it is not limited by clinic faculty to student ratios like in the Entry level program, productivity has increased.

In addition, students in both programs pay higher tuition ($56 more per unit) because the courses taken by our students are upper division. The differential fees are placed into a separate fund at the college and are earmarked for use by the programs.

Action: What actions does your program plan to take in order to achieve your goals?

To increase the cohort size for the Entry level program, we need a larger clinic with state-of-the-art upgraded equipment including a simulation lab. A number of courses can be taught in a simulation lab. For example, courses in introductory pre-clinical instrumentation, dental materials, and nitrous oxide sedation can free up valuable clinical space and time, thus allowing for 2nd year students to see a greater number of patients for income/revenue production.

Increase marketing efforts and number of sections offered each quarter in the AS-BSDH completion program.

Needs: What does your program need to execute this action plan?

Financial funding and sponsorship from community stakeholders and commitment from college administrators to support the planning and building of a new clinical facility for dental hygiene are needed for program growth and continued success of our students.

C. Enrollment by Student Demographics

Enrollment Distribution

Enr Distribution by Student Demographics
Health Sciences & Horticulture - Dental Hygiene-FH

Student Headcounts by Gender

	2018-19		2019-20		2020-21		2021-22		2022-23	
	Enr	Percent	Enr	Percent	Enr	Percent	Enr	Percent	Enr	Percent
Female	983	88%	948	90%	1,027	92%	984	92%	862	90%
Male	124	11%	105	10%	89	8%	85	8%	91	10%
Unknown gender	9	1%	5	0%	3	0%	0	0%	3	0%
Total	1,116	100%	1,058	100%	1,119	100%	1,069	100%	956	100%

Student Headcounts by Race/Ethnicity

	2018-19		2019-20		2020-21		2021-22		2022-23	
	Enr	Percent	Enr	Percent	Enr	Percent	Enr	Percent	Enr	Percent
Asian	362	32%	416	39%	500	45%	479	45%	400	42%
Black	31	3%	27	3%	6	1%	1	0%	29	3%
Filipinx	134	12%	75	7%	118	11%	155	14%	124	13%
Latinx	264	24%	254	24%	261	23%	144	13%	192	20%
Native American	1	0%	6	1%	3	0%	3	0%	6	1%
Pacific Islander	7	1%	1	0%	0	0%	7	1%	6	1%
Unknown ethnicity	20	2%	17	2%	1	0%	0	0%	3	0%
White	297	27%	262	25%	230	21%	280	26%	196	21%
Total	1,116	100%	1,058	100%	1,119	100%	1,069	100%	956	100%

C.1 - Enrollment by Gender

Goals: What is your program's goal with respect to enrollment by gender?

The Dental Hygiene program goal with respect to gender enrollment is to continue to increase the number of male and unknown gender students from the consistent baseline from 2017-18 to 2021-22 of 8% and to healthcare industry standards.

Observation & Inferences: What do you observe in the data above in relation to your goals? What do you want the college to understand about enrollment by gender in your program?

Male students are underrepresented in many health professions with the disparity occurring more in the field of dental hygiene. According to the American Dental Hygiene Association from 12/2020, 98% of registered dental hygienists are female and 2% are reported male. In April 2023, The American Association of Colleges of Nursing cites male nurses make up 12% of the students enrolled in nursing programs. The Foothill College Dental Hygiene program is above the national average; however, our program is not in line with the nursing profession male enrollments.

Action: What actions does your program plan to take in order to achieve your goals?

Recruitment for the Entry Level dental hygiene program needs to focus on high schools and career fairs with better representation from male graduates to increase the public's and potential students' perception of gender equality in the workforce. The dental hygiene program will continue to provide male students with mentoring from male dental hygiene faculty and male peer tutoring.

Recruitment for the AS-BSDH program should also focus on career options for male dental hygienists beyond clinical practice that may encourage them to complete their bachelor's degree such as pursuing further education in dentistry, management, and clinical education.

Needs: What does your program need to execute this action plan?

Funding to pay faculty and hire Temporary Employee Assignments to attend career fairs at high schools to recruit and educate students about careers in dental hygiene. To execute this plan, we will identify male graduates to assist faculty with recruiting at high schools and career fairs to generate interest in the next generation of male dental hygiene students.

Funding for the AS-BSDH coordinator to continue with the online information meetings and emphasize career opportunities that may appeal to the male dental hygienist.

C.2 - Enrollment by Ethnicity

Goals: What is your program's goal with respect to enrollment by ethnicity?

The Foothill College dental hygiene program goal with respect to enrollment by ethnicity is to continue to increase the number of Black, Latinx, Native American and Pacific Islander students. With regards to the percentage of Black, Native American and Pacific Islander students, the numbers have stayed consistently at 1% or less from 2017-18 to 2021-22 and the number of Latinx students has been consistent at around 13%.

Observation & Inferences: What do you observe in the data above in relation to your goals? What do you want the college to understand about enrollment by ethnicity in your program?

The Foothill College dental hygiene program data is in line with trends in dental education regarding black student enrollments. The Journal of Dental Education reported in 2021 that "Very little progress has been accomplished in growing the enrollment of BAA [Black and African American] applicants in dentistry." According to the American Dental Association, Latinx students make up 18.5% population of dental hygiene students from a survey done by the Commission on Dental Accreditation (CODA) in 2021-22 of Dental Hygiene Education Programs. According to this same CODA survey, Native American and Pacific Islander students represent less than 1% of dental hygiene graduates nationally.

Action: What actions does your program plan to take in order to achieve your goals?

The dental hygiene program faculty need to recruit in high schools and career fairs with better representation from Black, Native American, Pacific Islander and Latinx graduates to increase the public's and potential students' perception of diversity and inclusion in the workforce.

Recruitment for the AS-BSDH program should focus marketing and outreach efforts to the National Dental Hygienists Association which was founded by African American dental hygienists to address concerns of minority dental hygiene practitioners and the 6 associated professional components and attend conferences for the Hispanic Dental Association and other minority dental hygiene professional organizations.

Needs: What does your program need to execute this action plan?

Funding to pay faculty and hire Temporary Employee Assignments to attend career fairs at high schools to recruit and educate students about careers in dental hygiene. To execute this plan, we will identify graduates who represent Black, Native American, Pacific Islander and Latinx students to assist faculty with recruiting at high schools and career fairs to generate interest in the next generation of dental hygiene students.

Funding for the AS-BSDH coordinator to continue with the online information meetings, network with minority dental professional organizations, and attend conferences, while emphasizing career opportunities for Black, Native American, Pacific Islander and Latinx dental hygienists.

D. Overall Student Course Success

Student Population Areas of Focus

Limits: **Course Credit Status** Credit

Course Success

Health Sciences & Horticulture - Dental Hygiene-FH

	2018-19		2019-20		2020-21		2021-22		2022-23	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Success	1,057	95%	979	93%	1,087	97%	1,039	97%	933	98%
Non Success	34	3%	60	6%	5	0%	4	0%	9	1%
Withdrew	25	2%	19	2%	27	2%	26	2%	14	1%
Total	1,116	100%	1,058	100%	1,119	100%	1,069	100%	956	100%

Course Success for Black, Latinx, and Filipinx Students

	2018-19		2019-20		2020-21		2021-22		2022-23	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Success	406	95%	327	92%	364	95%	283	95%	306	97%
Non Success	17	4%	18	5%	3	1%	2	1%	3	1%
Withdrew	6	1%	11	3%	18	5%	14	5%	7	2%
Total	429	100%	356	100%	385	100%	299	100%	316	100%

Course Success for Asian, Native American, Pacific Islander, White, and Decline to State Students

	2018-19		2019-20		2020-21		2021-22		2022-23	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Success	651	95%	652	93%	723	99%	756	98%	627	98%
Non Success	17	2%	42	6%	2	0%	2	0%	6	1%
Withdrew	19	3%	8	1%	9	1%	12	2%	7	1%
Total	687	100%	702	100%	734	100%	770	100%	640	100%

Some courses may continue to be listed but no longer have data due to renumbering or because the course was not offered in the past five years.

D.1 - Student Course Success

Goals: What is your program's goal with respect to student course success?

Most of the DH courses offered are taken by the entry-level and completion programs students where the majority of the students successfully earn their bachelor's degree. The program goal with respect to student course success is to maintain overall success at 96% or better. The overall success rate of passing dental hygiene courses is slightly skewed by DH 200L which is a pre-requisite course for the Entry Level Program where students explore a career in dental hygiene and do not always continue to pursue this career path.

Observation & Inferences: What do you observe in the data in relation to your goals? What do you want the college to understand about the student course success in your program?

Course success has been consistent at an average of 96% showing a 1% increase over time (97% in 2020-2022). This may be due to several changes implemented in the pandemic:

- Increase tutoring hours to assist students with both academic and clinical competencies.
- Instructor office hours via zoom increased accessibility
- Updated assessments and new rubrics to evaluate students in a hybrid format
- Additionally, the programs' increase in wellness checks during the pandemic helped focus on early intervention for at-risk students.
- Development of recorded and real time online instruction allowed for substantive interaction between students and faculty.
- The addition of one more instructor during clinic sessions on campus to meet state board educational requirements allowed for more one-on-one instruction for students.
- Instructional materials for students to use outside of class

The AS-BSDH completion program is fully online, and students use campus resources such as the Writing and Learning Center and the library.

Action: What actions does your program plan to take in order to achieve your goals?

Continuing with tutoring for students and regular wellness check-ins. Building a simulation lab with most current dental technologies to allow students more time to improve skills outside of clinic chair time. Training faculty in

the most current dental hygiene teaching methodology for online delivery of content and clinical instruction.

Needs: What does your program need to execute this action plan?

Funding for tutoring, state-of-the art simulation lab, and stipends for faculty to attend training for dental hygiene teaching methodology for online delivery of content and clinical instruction.

D.2 - Course Success by Modality

Click the link below to view the program's Course Success by Modality data
https://foothilldeanza-my.sharepoint.com/:f:/g/personal/10771097_fhda_edu/EvAWlA883IZEvnoRGBXt4RkBzT8NbCHSRANRq3TVkHj_TA?e=LjaKXc

Goals: What is your program's goal with respect to course success by modality?

The program's goal with respect to course success by modality would be to maintain overall success at 90% or better. The face-to-face modality is representative of the entry level program courses of which the majority are clinics and labs. The AS-BS completion program is completely online, and the courses offered are the online asynchronous modality. The hybrid-on campus/synch and hybrid-on campus/asynch/synch were modalities used solely during the pandemic. The hybrid-on campus/asynch modality was initially only used by the pre-requisite course DH200L then during the pandemic use of this modality increased when the entry level lecture courses transitioned to the online format.

Observation & Inferences: What do you observe in the data in relation to your goals? What do you want the college to understand about course success by modality in your program?

The course success rate for face-to-face courses (99%) was consistent both before and during the pandemic. The two modalities offered solely during the pandemic (2020-2021) are the hybrid-on campus/synch modality which had a 100% success rate and the hybrid-on campus/asynch/synch with 98%.

The overall increase in hybrid-on campus/asynch from 81% to 97% can be attributed to the increase in classes that converted to this format due to the pandemic. In prior years (2017-2019) DH200 was the only class offered in this format. After the pandemic, some Entry-Level program courses remained in the hybrid format with in-person testing and labs.

The online asynchronous modality (AS-BSDH completion program) showed an increase from 96% to 100% success rate. The increase in online asynch/synch offerings from 83% to 86% can be attributed to the DH200L where students explore a career in dental hygiene and do not always continue to pursue this career path.

Action: What actions does your program plan to take in order to achieve your goals?

Because of the lessons we learned about student course success during the pandemic such as the ability for students to review and rewatch recorded lectures, we will continue to offer courses utilizing various teaching modalities to better serve our students. Continuing with tutoring for students and regular wellness check-ins in both dental hygiene tracks. Training faculty in the most current dental hygiene teaching methodology for online delivery of content and clinical instruction. Hiring a full-time program coordinator for the AS-BSDH track will continue to grow the program and create on-going financial stability for the Dental Hygiene program.

Needs: What does your program need to execute this action plan?

Funding is needed to:

- Hire a full time AS-BSDH program coordinator (online asynch)
- Tutoring for current students (all modalities)
- State-of-the art simulation lab (f2f)

- Stipends for faculty to attend training for dental hygiene teaching methodology for online delivery of content and clinical instruction. (all modalities)

E. Disproportionate Impact

Click the link below to view the program's Disproportionate Impact data

https://foothilldeanza-my.sharepoint.com/:f:/g/personal/10771097_fhda_edu/EvAWIA883IZEvnoRGBXt4RkBzT8NbCHSRANRq3TVkHj_TA?e=LjaKXc

Identify the groups that are experiencing a disproportionate impact in the most recent year (please provide the percentage point gap and the number of additional successes needed to erase the percentage point gap for each group).

The two groups that experienced disproportionate impact in 21-22 are: Latinx and Male students. The Latinx success rate was 90% (-9 % gap) compared to overall success rate of 98%. This is based on 144 enrollments in 21-22. The success rate for males was 91% (-7% gap) compared to 98%. This is based on 85 enrollments in 21-22.

Goals: What is your program's goal with respect to disproportionate impact?

Our goal is to remain consistent. Once a student is accepted into either the Entry Level program or the AS-BSDH completion program, the success rate for males and Latinx students is close to 100%. Students succeed in the program.

The 90% success rate for Latinx students and 91% success rate for males seen in our courses are higher than what is seen for the college: overall Latinx student success at the college is 75% and overall male student success if 82%.

Observation & Inferences: What do you observe in the data in relation to your goals? What do you want the college to understand about the disproportionate impact in your program?

Students enrolled in either the entry level BSDH program and the AS-BSDH program have close to 100% success rate and graduate with their degree regardless of ethnicity, race or gender.

The success rate includes all dental hygiene courses including DH200L which is a pre-requisite course for the program. DH 200L is an exploratory career course and introduces students to the field of dental hygiene. Not all students who enroll in the course decide to pursue a career in dental hygiene after learning more about it and may decide to drop the course or not complete it.

Action: What actions does your program plan to take in order to achieve your goals?

Continued individual and group tutoring is integral to the success of the dental hygiene student in the two dental hygiene tracks. Implement regular faculty check-ins with students during the quarter at mid-term or sooner if the student is struggling in a course. Meet quarterly with counseling liaison and credentials evaluator to review outcomes and calibrate on program requirements and application procedures. Annual faculty training on DEI (Diversity, Equity and Inclusion).

Needs: What does your program need to execute this action plan?

Continued funding for:

- Tutoring for students
- Quarterly (or sooner if needed) meetings with academic counselors and credentials evaluator.
- Training for Faculty to attend workshops on DEI.
- Stipends for Part time faculty to attend workshops

F. Regular and Substantive Interaction

If your program has any courses that are approved for distance education, describe how regular and substantive interaction was incorporated in those courses. (List each course)

https://foothilldeanza-my.sharepoint.com/:x:/g/personal/11250768_fhda_edu/EUhqWGlWYJ9Kmbz5Zbx4BS8ByIXQULM6g3mmg2U_VzDrrQ?e=KS6k9k

G. Summary

Use this opportunity to reflect on your discussions above and include any closing thoughts.

The dental hygiene program tracks (Entry Level and AS-BSDH) have successful outcomes for students enrolled in the programs. Entry level students who graduate are able to enter the workforce and earn living wages upon completing licensing requirements for the state and are employed as soon as they are licensed. Graduates of the AS-BSDH program are able to expand their careers beyond clinical practice and many enter new career paths including teaching at dental hygiene programs, consulting with dental insurance companies, and working in sales and marketing. For the continued success of our students and expansion of the programs, funding for marketing, tutoring and a new, updated clinic facility is essential.

This form is completed and ready for acceptance.

Career and Technical Education Programs Addendum 2023

A. Re-Accreditation Information

1. When was your last re-accreditation visit?

June 2018

2. Did the program maintain accreditation?

- [x] yes
- [ ] no

3. Were there any commendations/special mentions identified? If yes, please elaborate.

No

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

none

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

no actions needed

6. If applicable, what areas of concern were noted during the annual accreditation report?

N/A

B. Advisory Board

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

- [x] yes
- [ ] no

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

- [x] yes
- [ ] no

3. Web link to meeting minutes?

Agenda 2023-Last Meeting Minutes.docx

4. Were there any advisory board commendations/special mentions identified?

none

5. Are there any identified actions for improvement or recommendations based on feedback from the program's advisory board?

none

6. What actions has the program taken to address recommendations made by the Advisory Board? What barriers has the program faced in implementing improvements?

no actions needed

C. Regional Labor Demand

Visit https://foothill.edu/programreview/prg-rev-docs/cte-labor-demand-data-2023-24.pdf to view your program data.

1. In the data table, what does the regional labor demand data trend indicate?

- [x] the data trend shows an increase in labor demand
- [ ] the data trend shows a decrease in labor demand
- [ ] the data trend shows no change and/or is flat in labor demand

2. Describe the regional demand for labor in this sector. If the projected data trend shows no change/flat, an increase, or decrease in labor demand, explain why.

Demand for dental hygienists has increased over the past 5 years due to hygienists leaving the workforce for retirement, career change, etc. 100% of our graduates from the entry level track find employment within the first 3-4 months after graduating and receiving their license from the state. Graduates of the AS-BSDH program are already hygienists working in the field. With their BS degree they can pursue other careers within dental hygiene such as education, public health, etc.

D. Regional Labor Supply

Visit https://foothill.edu/programreview/prg-rev-docs/cte-labor-supply-data-2023-24.pdf to view your program data.

1. In the data table, what does the regional labor supply data trend indicate?

- [x] the data trend shows an increase in labor supply
- [ ] the data trend shows a decrease in labor supply
- [ ] the data trend shows no change and/or is flat in labor supply

2. Describe the regional supply for labor in this sector over the last five years. If the data trend shows no change/flat, an increase, or decrease in labor supply, explain why.

Labor supply showed a steady increase through 2019-2020 and a slight decrease in 2020-2021. The pandemic may have contributed to the slightly fewer students who enrolled in DH courses during this year. Working as a dental hygienist was cited as being the most at-risk profession and may have discouraged some students from pursuing this career.

E. Regional Wages

Visit https://foothill.edu/programreview/prg-rev-docs/cte-regional-wage-data-2023-24.pdf to view your program data.

1. In the data table, what does the wage data trend indicate?

- [ ] the data trend shows an increase in wages
- [x] the data trend shows a decrease in wages
- [ ] the data trend shows no change and/or is flat in wages

2. Describe the regional trend for wages in this sector over the last five years. If the data trend shows no change/flat, an increase, or decrease in wages, explain why.

The trend in wages showed a steady increase in wages until 2019-2020 when wages decreased. The pandemic may have contributed to the decrease in wages.

F. Program 13.5 Course Completion

Program 13.5 Course Completion					
Unduplicated Headcount	2017-18	2018-19	2019-20	2020-21	2021-22
Child Development	99	72	86	102	92
Dental Hygiene	47	97	99	119	114
Emergency Medical Services	100	96	82	52	41
Horticulture	50	57	44	44	26
Photography	0	0	0	0	1
Radiologic Technology	42	44	42	42	47

CTE courses offered between 2017-18 and 2021-22 that were used to retrieve completion counts include the following:
Child Development: CHLD 1, 2, 8, 50A, 50D, 51A, 54ABD, 56, 56N, 59, 63N, 71-74, 80ABC, 82, 86AB, 88, 88B, 89, 90BC, 91, 95, 53NC, 53NP.
Dental Hygiene: DH 50, 70R, 200L, 300AB, 302, 304, 305ABCD, 308, 310, 312, 314, 316AB, 318, 320ABCD, 322, 324, 326ABC, 328ABC, 330, 332, 350ABC, 352, 354, 356.
Emergency Medical Services: EMS 50, 52, 52A, 53, 53A, 60AB, 61AB, 62AB, 63AB, 64AB, 203.
Horticulture: HORT10, 15, 21-26, 30, 31, 40, 45, 52CEGH, 54ABCJKL, 55A, 60BCDFJ, 80ABCDI, 90CDGHIMPQSUVXYZ, 91AC
Photography: PHOT 4ABC, 11, 11H, 72, 74AB.
Radiologic Technology: RT 50, 51ABC, 52D, 53, 53ABCD, 54ABC, 55ABC, 61AB, 62ABC, 63, 63ABC, 64, 65, 70AB, 72, 74, 75, 200L, 53AL, 53BL, 53CL.

1. In the data table, what does the data trend indicate about the number of students completing the 13.5 CTE units each year in the last five years within your program?

- [x] the data trend shows an increase in the number of students completing the 13.5 CTE units
- [ ] the data trend shows a decrease in the number of students completing the 13.5 CTE units
- [ ] the data trend shows no change and/or is flat in the number of students completing the 13.5 CTE units

2. If the data trend shows no change/flat, an increase, or decrease in the number of students completing the 13.5 CTE units, explain why.

The entry level program admits 24 students each year for the two year program. We are limited by the size of our clinic and CODA accreditation. The AS-BSDH program (completion track) does not have a cap on the number of students that can be admitted. We continue to admit approximately 25-40 students per year. In 2017-2018, we only had the entry level track which accounts for the 47 students enrolled. Enrollment went up in 2018-2019 because we launched the AS-BSDH program in spring 2019. This program has continued to grow enrollment.

G. Program Graduate Employment Rates

Visit https://foothill.edu/programreview/prg-rev-docs/cte-graduate-employment-rates-2023-24.pdf to view your program data.

1. In the data table above, what does the graduate employment rate indicate for certificate/degree completers (e.g., Within one year after Community College Completion)?

- [ ] the data trend shows an increase in graduate employment
- [x] the data trend shows a decrease in graduate employment
- [ ] the data trend shows no change and/or is flat in graduate employment

2. Describe the graduate employment rate trend for both certificates and degrees. If the projected data trend shows no change/flat, an increase, or decrease, explain why.

The trend shows a slight decrease in the most recent data set for employment rates in 2019-2020. Graduates in summer 2020 were seeking employment during the pandemic. Some graduates delayed

finding work due to the uncertainty of the pandemic during the summer and fall of 2020. This does not seem to accurately depict the current job market in which dental hygienists are in high demand and readily find employment.

This form is completed and ready for acceptance.