

PAGE 1**ENROLLMENT TRENDS**(Principles (II) / Rubric Items: **4**)**PAGE 2****STUDENTS & STUDENT SUCCESS**(Principles (II) / Rubric Items: **5**)**PAGE 7****SLO / SAO**(Principles (II) / Rubric Items: **9**)

Program Review - 2015-2016

AH - Dental Hygiene**Module: Division Purpose****Question:** Describe the purpose of the Discipline/Program/Service.**Answer:**

The purpose of the Dental Hygiene Discipline is to provide a quality education and skill sets to a variety of students who desire to pursue careers in the dental field. Allied health faculty educate all students to uphold high ethical standards that prepares them for future employment. The department leads student to success by providing them with information sessions, program curriculum road maps, internships opportunities, program advisers, tutoring, referrals for supportive services, remediation opportunities and early identification of below standard progress. The division seeks continued growth in degree completion program offerings and student success outcomes.

In addition to the Dental Hygiene program, a Dental Assisting program has been started to provide a pathway for HS and the general college population an alternative option in the dental field. This pathway will most likely lead to dental office administration, dental hygiene or dentistry. The program is currently being offered in collaboration with USC Government Partnership programs and their recruitment of local High School students.

Question: Describe how the stated purpose aligns with the college mission statement.**Answer:**

The dental hygiene and dental assisting programs accept students who meet the pre-requisites for the program and demonstrate college readiness. Though rigorous, the programs prepare student to be professional and competent in their field of study. This includes students who do not have prior experience in the dental or medical field. Therefore, it aligns with the WLAC's Mission in that West Los Angeles College provides a transformative educational experience. The department faculty attend professional development courses annually and strive to provide each student with quality instruction by advising and meeting with students regularly to assess their progress and encourage excellence. Starting the fall semester of 2016, the WLAC dental hygiene program will enroll the first class leading to a Bachelors of Science in Dental Hygiene, as one of the two degree programs in Dental Hygiene approved by Governor Brown in the State of California to offer a 4 year degree in a community college setting. The faculty are dedicated to student success; our success rate is evident in our 100% pass rate in National and State Board Examination results in dental hygiene. Through quality instruction and supportive services, the College develops leaders who encourage excellence in others. A West education enriches students with the knowledge and skills needed to earn certificates and degrees, to transfer, to build careers, and to pursue life-long learning.

Module: Enrollment Trends**Question:** Describe the trends in Enrollment and FTES. Given the data, what are the implications for your division? If relevant, discuss each discipline separately.**Answer:** It appears that enrollment trends in dental hygiene have dropped slightly from 2010-2014. However, since 2014, the enrollment in the program has increased from 25 to 30 students being accepted during the Fall semesters, as it was in the past. The drop was possibly due to the budget crisis in the past that is still

apparent in the reporting. There will likely be an increase in next years data due to the acceptance of students returning to 30 students per year opposed to 25. The drop numbers for dental hygiene are consistent with the college wide enrollment trends and with the division as a whole.

Question: Given the data, describe the trend in section counts and average class size.

Answer:

As an accredited program by the Commission on Dental Accreditation and being a cohort program, the section count has been consistent since the last program review. However, there has been an increase in section count in allied health division but an overall college sections decrease . The average class size trends is consistent with the college total.

Module: Students and Student Success

Question: Based on the demographic trends in enrollment, what are the implications for your Discipline/Program/Service?

Answer: The dental hygiene field continues to be dominated by female Caucasian in the range of 25-34 years of age. However, the program has had a slight increase in the number of African American and Hispanic and male students enrolling. We need to continue to recruit these underrepresented groups to align better with the college demographics. I believe we will see a more consistent alignment with the college demographics in the coming year. The Allied Health programs over all is consistent with the college demographics.

Question: Given the data, describe the trends in Success Rates and Retention Rates. What are the implications for the Discipline/Program/Service?

Answer:

The Allied Health Division and Dental Hygiene Program has a retention rate of 89-98% and success rate of 83-96%. These rates are higher than that of the college total. We attribute the success in retention to to the orientations provided to the future students, offering department tutoring hours, team leaders, program advisers and remediation plans for students who are at risk of failing. Early intervention is taken place for students who are struggling; in addition, campus referrals are made for students who require assistance outside of the instructors scope (i.e. Counseling, DSPS, and Learning skills), and tracking of student requirements is constant to assist in keeping them on track to successfully complete the program. The class of 2015 achieved a 100% pass rate on their National Board exam and 98% on the Practical Board Examination. This is attributed to the collaboration of faculty to calibrate on pedagogy in the discipline. The UCLA School of Dentistry continues to offer the practicum exam to our students (a clinical environment that is well known to our students) which also contributes to their success.

Question: Compare the successful course completion rates of the Discipline(s) in the Division over time and with the college average.
If the rate of any of the Discipline(s) is lower that the college average, what factors contribute to the low rate (s)? What strategies, current or planned, address this?
If the rate is higher than the college average, what factors contribute to the higher rates?

Answer:

The Allied Health Division has a successful course completion rates have not changed much over time. The Dental Hygiene program having the highest success rate in the division. We attribute the success in retention and completion to cohorts of students, offering information and orientation workshops, tutoring hours, class officers, program advisers and having remediation plans for students who are at risk of failing. Early intervention is taken place for students who are struggling; campus referrals are made for students who require assistance outside of the instructors scope (i.e. Counseling, DSPS, and Learning skills). In comparison to the college retention and success rate, the allied health division far exceeds the college rates. The success of students in the division is attributed to faculty dedication to student success. These rates are consistent with other cohort programs in the college.
The overall college success rate totals have not changed much over time.

Question: Compare the equity gap in the successful course completion rate(s) in the Discipline(s) over time and with the equity gap of the college over-all.
If the equity gap is higher than the college average, what factors contribute to the large gap? What strategies, current or planned, will address this?
If the equity gap is lower, what factors contribute to the smaller gap?

Answer: The equity gap in successful course completion rates was 7% in 2014 for dental hygiene program, compared to the college overall (21.7%), which is very low and consistent with the data from previous years. Although it is inconsistent with the overall college rates, we attribute the low gap rate to being a cohort program where students study and learn together, and encourage one another. The program holds information workshops and application workshops twice a year to inform the potential students about the program and what they can expect from the profession. Orientations are held prior to starting the program to prepare student for the two year program.

Question: Given the data, describe the trends in Degrees and Certificates awarded. What are the implications for your Discipline/Program/Service?
What does the Division do to encourage Certificate and Degree completion?

Answer: For the graduating Class of 2015, 17 diplomas were awarded to our graduated students; two students completed the program requirements during the Summer 2015 are not counted in the totals. Out of the 21 students in the Class of 2015, all 21 passed their Dental Hygiene National Board Exam, and only 1 student failed the Western Regional Board Practicum Examination. One student is still completing her requirements for the program and will hopefully complete in fall 2015.

The dental hygiene program accepted 30 students during the Fall Semester 2014, and therefore, we are predicting an increase in the numbers of degrees awarded in the program for 2016.

In Addition, we also re-instated the Pharmacy Tech AS and certificate program in Fall 2015, so those degrees and certificates will also be awarded in 2016.

The Dental Assisting courses have been approved by LAOCRC and the college district. However, the degree and certificate approval is still at the state chancellors office for the last 8 months, pending approval. We hope to be able to retroactively offer the degree and certificates to students who complete the program.

Module: Staffing Trends

Question: Describe the trends in FTEF. What are the implications for your program?

Answer: The data trends are consistent with the number of adjunct faculty remaining the same as of the previous program review. On the other hand, there was a reduction on the number of regular faculty . However, the FT:PT faculty ratio continues to be low In Dental Hygiene; there are currently 16 adjunct faculty and 3 regular faculty; one regular faculty has 1.0 release time as the DH program director (.5) and the Chair of the Allied Health Division (.5). Another faculty has been reassigned to work strictly on the bachelor program. Therefore, there are currently only two regular faculty members teaching in the DH program and the rest are adjunct. With the new AS Dental Assistant program started during the Fall 2015, we are in need of hiring two faculty: one faculty to cover the position left by the current Program Director and Allied Health Division Chair, and the second one to teach across disciplines in dental hygiene and dental assisting. With the Dental Hygiene program having 8 external clinics to attend; 4 Veteran Affairs dental facilities, MEND non-profit dental facility, Kids Community Dental Clinic, UCLA School of Dentistry, and UCLA-Venice Dental Clinic, the student's schedule must provide equal opportunities in each of the clinics sites. The two faculty hired will work with the Dental Assistant program to schedule the students in the same clinics. With the new bachelor program coming on board, the department will be in need of a dedicated person to analyze requirements for the degree and completion program and assist with data collection and reporting.

Question: Are staffing levels adequate to fulfill the purpose of the Discipline/Program/Service? Explain.

Answer:

Staffing levels in regards to regular faculty are in urgent need to improve continuity in teaching and department support. Adjunct faculty are great but their presence in campus is minimal. With the program needing help with our external accreditation (due in February 2017) and other reports, additional regular faculty will be helpful in supporting the projects. We only have two regular faculty in dental hygiene that are consistently teaching and taking on leadership roles on campus and in the department. The Chair and Director is supportive of all of the programs in Allied Health but highly impacted with the administrative reports and documents that are required for the division. Most of the FT faculty work beyond the 18 standard hour teaching load and the 32.5 required hours. The department continues to grow in programs and offerings for our students, developing industry recognized certificates so that they can obtain

employment in a dental facility while in school. These projects are lengthy time consuming but advantageous to student success in employment, and ultimately the college for being recognized as pioneers in the industry.

We are also in need of a Admin Intern to assist with analyzing transcripts, data collecting and reporting for the new bachelor program and completion pathway.

Question: please/reassigned time. Describe the Reassigned and Release time assigned to faculty in the division. Include the faculty name, amount of release/reassigned time, length of time the assignment will last (one semester, one year, if it's renewable, etc.), and the purpose of the r

Answer: 2 of the 4 regular faculty have been reassigned from their positions. Carmen Dones has been reassigned to develop the four year bachelor degree program in Dental Hygiene Program for the next 5 years. Carlos Sermeño has been re-assigned as Dental Hygiene Program Director (0.5) and Allied Health Division Chair (0.5) a 1.0 assignment.

Module: Functions and Services, Academic Divisions

Question: List the functions and services provided by the Office / Program / Service.

Answer: Services provided by the program are oral health screening, radiology and basic dental exams, smoking cessation for students on campus. Interprofessional collaboration with dentist and doctors at MEND dental and medical clinic and the VA facilities, and with the Medical Assisting and CNA students at WLAC during campus health screenings. The Dental Hygiene students also attend local elementary schools as part of their Community Health and the Dental Health Education class and provide nutritional guidance, oral hygiene instructions, whole body health awareness presentations to the teacher, staff and children. They also provide dental hygiene services at MEND (Meeting Everyones Needs with Dignity) non-profit medical facility, UCLA, UCLA Venice Clinic, Kids'Community Dental Clinic, Veterans Affairs (4 locations). Students provide services to the elderly, children, adolescents and the medically compromised patients under the supervision of the faculty. The department has recently collaborated with UCLA to provide the licensing practicum board exam at their facility, and provide the WLAC DH students priority registration for the exam. The department is currently offering a Dental Assisting Program as of Fall Semester 2015. The department also offers Dental Board of California approved Certification in Radiation Safety and Infection Control. These two classes will allow students to obtain employment during the winter and summer breaks in a dental facility. The Allied Health Division currently consists of 4 programs: Dental Hygiene (1 cohort per year); Degrees offered: A.S. Dental Hygiene (starting Fall Semester 2016 this degree will be substituted by a Bachelor in Sciences of Dental Hygiene degree) and A.S. Liberal Arts, Health Professions and a state licensure from Dental Hygiene Committee of California/ Accredited by the American Dental Association. It is our hope to someday provide dental hygiene services to the students of WLAC and all LACCD students. The Allied Health Division also invites licensed and state certified alumni students back to WLAC for continuing education courses in an effort to maintain their license.

Question: What are the emerging trends in technology that affect the program?

Answer: Although it was discussed during the previous Program Review, a trend that will affect the program is the transition from an A.S. Degree to a Bachelors Degree. This transition will benefit our new graduated students putting them in advantage to better jobs in all the ares of the dental hygiene field, and also as an advancement towards a masters degree. As part of the bachelor degree program, the program requires upper division GE courses. The English department and Anthro department have agreed to createand teach the programs for the dental hygiene bachelor degree completion pathway and program. A Bachelor degree work group has been established and consists of members college wide; student services, financial aid, counseling, articulation, dental hygiene, academic affairs, academic senate and members from the district. Other technology trends that are continuing in the program are digital radiographic images, digital devices used in caries detection, use of laser in periodontal procedures, and most recently, our faculty has been certified in the application of Interim Therapeutic Restorations (ITR), a new duty in the scope of a Registered Dental Hygienist, that according to the Dental Hygiene Committee of California (DHCC) it must be incorporated in the dental hygiene curriculum by 2018. The WLAC dental hygiene program will not only instruct the program students in the new duty, but also provide training towards the certification for current registered dental hygienists.

Question: Describe the technological advances that have been implemented to improve and streamline the Discipline/ Program/Service.

Answer: The program has continued with the development and use of videos as part of the instructional tools in various aspects of the program. The video network in the dental clinic has been utilized during clinical case discussion with small groups of students as a preparation to the assessments and evaluation required in the program. Finally, the faculty is continuously pursuing how to improve the students learning experience using technology. Unfortunately with technology comes the need for repair and maintenance. We have been dealing with quite a bit of repairs and maintenance cost for equipment in the dental clinic.

Module: Survey Results

Question: Describe the results of relevant surveys (point-of-service surveys, student surveys, staff surveys).

Answer: At the end of every year, we survey the graduating class to identify program needs and areas of needed improvement. The faculty take the suggestion of the graduating class into consideration and make changes accordingly. For example, improvements to the number of requirements, providing students exam schedules so that they are not overlapping, instruments quality and improvements. Every year our students are surveyed in regards to the financial aid services but they still have difficulty with the process. A staff member from FA works diligently with our students to get them through the process but they need more direction.

Graduate surveys from dental hygiene have revealed that 90% of students have found employment in their field of study within three months after graduation. The time lapse is mostly due to the time it takes to get licensed from the Dental Hygiene Committee of California. One student has decided not to practice dental hygiene but rather to go into teaching.

A survey of interest in the dental hygiene bachelor degree program is posted on the allied health website, and as of today, we have receive 850 potential students indicating an interest in attending the information session.

Question: Discuss the implications of the survey results for the program.

Answer: Changes to improve the program continue to take place. We have streamlined requirements for graduation and rubrics for skills testing, created exam schedules so not to overlap exams, students have expressed very positive feedback on keeping the testing site at UCLA instead of Orange County or Riverside County. The bachelor degree is in the final steps to be implemented, and the first class is scheduled to start in the Fall Semester 2016.

With regards to the bachelor information sessions, we hope to be able to support the large number of students planning on attending the event. We are planning break out sessions for 1. students who want information on pre-reqs but are not yet ready to apply, 2. students who have fulfilled pre-reqs and are ready to apply, and 3. students who have a degree in dental hygiene and are interested in the degree completion pathway.

Module: Curriculum

Question: I assistance that may be needed to resolve the problem. Missing course outlines of record: Refer to the report of courses with missing CORs, which is posted at the link in the Instructions section. Please describe the steps the division has taken or plans to take to correct the problem. Describe the additiona

Answer: We continue to work identifying the courses that need to be archived or updated.

Question: Out-of-date course outlines of record: Refer to the report of courses with CORs that are out-of-date. Please describe the steps the division has taken or plans to take to correct the problem.

Answer: Meetings have been set with the Chair of Curriculum to update all of the COR's needed. There is a need to archive many of the courses but this will be postponed until the courses are moved to the new system so to not lose them.

Question: How does the department determine that classes are taught consistently with the official course outline of record?

Answer: All faculty members are introduced to their course in the ECD system upon hire, and reviewed at division

meetings. The Chair of the division distributes the information on COR's needind updates or archieve, and then works with the faculty to complete the task.

Question: Are required courses scheduled in appropriate sequence to permit students to complete the program in the prescribed program length?
If yes, describe the rationale upon which the sequence is based.
If no, what is the plan for alleviating these problems? Explain.

Answer: The Dental Hygiene program is followed in a sequence after the entering student completes approximately 2 years of pre-requisites. 90% of students complete the program in the prescribed program length. The program is a cohort and the student begin the program with the foundational classes. The program starts in the fall semester each year and the course sequence is consistent from year to year. The students are provided a schedule from the program at the beginning of each semester that lays out the course sequence for the particular semester they are entering.

The dental assisting program is currently offered nights and weekends and sequenced accordingly. However, this method will take students over 2 years to complete the program. We are considering a day program for the college.

Question: How does your division assure the relevance, appropriateness and currency of each of its programs? Cite each program (degree/certificate program or meaningful grouping of courses) and the student data and environmental scan data that support the assertions.

Answer: In regards to the dental hygiene program, in addition to the division meetings, the department holds junior and senior faculty meeting; but all faculty are invited to attend. These meetings are to discuss student concerns with faculty and program improvements in grading, calibration on testing, and methodology. Faculty also attends professional development courses in the field and in pedagogy. Since the program is accredited with an outside agency, Commission on Dental Accreditation, we are held to a standard that must be met. At this time, the division continues to reduce the number of 1unit lab courses and combining it with the related 1 unit lecture course to reduce the number of sections being offered. No unit increases were made, the units have stayed the same, only the number of sections has been reduced. Also, the rigor of the one unit classes are not consistent with a one unit course. With the DH- A.S. degree program, we have annual advisory board meeting which includes dentist, dental hygienist, and dental company representatives providing us input on new technologies and emerging trends. The director and faculty attend state and national conferences to keep current on new developments. The Medical Assisting A.S. Degree and certificates of achievement programs share an advisory board with the Certified Nursing Program. They have regular meeting to discuss new trends. Since all of the faculty in the allied health division hold a professional license in either nursing, medical assisting or dental hygiene, they are required by the state to attend professional development courses and complete a certain amount of hours of continuing education units.

Question: ybrid classes?
How can the outreach, online and hybrid classes be improved? What outreach, online and hybrid classes has your department offered?
How many courses are offered via Distance Education, and for how many has a COR addendum for DE been prepared?
What are the benefits and problems associated with outreach, online and h

Answer: The Dental Hygiene program holds information and application workshops 2-3 times per year. We have recently connected with the outreach department on campus and have discussed offering the Healthcare Core Curriculum at local high schools to students who might have an interest in health careers. At this time, one course is offered online for dental hygiene. As far as I know, the COR is updated and there is a DE uploaded for the course. The faculty is exploring the possibility to utilize methods such as Etudes or Moodle to provide material support to the courses in a hybrid type of lectures.
With the new bachelor program, we will be offering more hybrid/online courses.

Question: Describe any long term changes or additions to the curriculum that you are exploring, planning or developing.
Changes that you plan to initiate in the coming year should be reflected in the Planning Section.

Answer: With the bachelor program, all of the curriculum had to be renumbered to upper 300-400 level. That entailed creating all new COR's for the program and updating the information accordingly. All of the courses went through tech review and are pending approval at the college level. According to the state

chancellor's office, the courses will not be uploaded to Curriculnet but rather, will be submitted to the state chancellor's office in hard copy.

Question: List new or changed degrees and certificates that have been approved by the Curriculum Committee during the previous year, or are in the planning stages.

Program Name	Award Type	Curr Comm Action	Date of CC of Action	Type of CC Action
Dental Hygiene		NA-New program under development	11/2015	Modification to Existing Program
dental assistant	AA Assoc of Arts	Approve	2015	New Program
Certified Nurse Assistant	Certificate	NA-New program under development	2014	Modification to Existing Program

Module: Student Learning Outcomes

Question: Describe how course SLOs were assessed and how faculty were involved in the process in the prior year.

Answer: Joy Ogami continues to perform an outstanding job providing assistance with SLOs to our program and division. At the division meetings, Joy provides the most current updates regarding what is due for particular programs and we discuss results and changes when required. We have identified many areas of weakness and have worked to strengthen the programs. All of the department SLO's are stored in a shared-file where the faculty has access to any particular course and identify needed changes.

Question: Based on course SLO assessments in the prior year, what changes to the course were implemented? List the changes to each course that were made based on SLO assessments.

Answer:

Based on the SLOs from last year, there was an update in the number of requirements for the 2nd year clinical courses. Those updates still maintain the level of competency required by the program. DH 106 has integrated more clinical concepts to the teachings of anatomy. At each SLO completion, the faculty re-evaluates the criteria and rubrics for the corresponding course.

Question: Based on any of the following assessment methods:

- course SLO assessment;
 - analysis of course sequencing;
 - indirect assessment indicators such as state exams or employer surveys;
 - student success data such as retention, success rates, degrees/certificates awarded
- what changes to the program are planned or being implemented?

Answer: In transition to the bachelor degree program, all of the course SLO's for the dental hygiene program have been reviewed by the faculty and enhanced for upper division course level. The program sequencing has not changed. The upper division GE will be offered each semester, possibly winter or summer if able to. Our National board exams were passed at 100%, however, the report shows a low scores in community dental health. This area has is low across the board nationally. We have discussed the need for enhancement as a department.

Student success: With the increase in student acceptance last year, we hope to see more degrees achieved in the program.

With the bachelor degree completion pathway starting Fall 2016, we will definitely see more degrees earned next year.

We don't yet have data on the dental assisting program as it is new. We will have data next year. We are still awaiting approval of the degree and certificate from the state chancellor's office. However, the courses have been approved at the LOACRC, the college, district and state.

Question: Will these planned changes based on Program SLO assessment necessitate a resource request?

Answer: Yes, we will need to hire 2 full time faculty to replace the reassigned faculty.

Question: How has faculty dialogue regarding assessment results and improvement plans been conducted and documented?

Answer: At our division meeting we discuss results, improvement needs, and take minutes at each meeting. Though we used to conduct 2 night meetings a semester, we continue doing only day meetings. At all meetings, phone conferencing through CCC Confer available to faculty who can not physically attend. Meetings are open to all FT and Adjunct faculty. We generally have a good distribution of both groups attending. Regarding SLO's, the dialogue is across disciplines and documented in the division meeting minutes.

Module: Departmental Engagement

Question: What interdepartmental collaboration has your Discipline/Program/Service been involved in during the past six years?

Answer: The program works with other students across disciplines in allied health; CNA, Medical Assisting, Pharmacy Tech, EMT/Paramedic, Dental Assisting, Healthcare Core classes. Many of our adjunct faculty also teach across disciplines.

Question: What has your Division/ Department/ Program done since the last review to establish connections with schools, institutions, organizations, businesses, and corporations in the community?

Answer: The dental assisting program is offered to High School students in collaboration with USC Government partnership programs. They are considering a Pharm Tech program for HS students as well. We created a partnership with Charles Drew University as a pathway for our allied health students to transfer into a bachelor program in health professions. We are working with JVS to establish a CNA/HHA day program. We attended the Cash for College event by the LA Chamber of Commerce to present our allied health programs.

Module: Professional Development

Question: In order to keep current with new developments in your field, are there areas of unmet professional development needs among faculty in this program? If yes, please describe.

Answer: The California Dental Hygiene Educators Association offers courses dental hygiene faculty annually. One of the unmet professional development needs for the allied health programs is a 30 hour teaching methodology course that can be offered online or hybrid. It is required to teach in some of the allied health programs and the faculty are having a hard time finding a course that meets their schedule.

Question: For each regular full-time faculty member in your program, provide the committees in which each person is active, and list the 2 most significant professional development activities engaged in over the last 2 years. Activities may include workshop and conference attendance, courses taken, FTLA, Leadership Institute, etc. Committee roles may include chair, secretary, member, etc.

1 Faculty Name	4 First Prof Dev Activity	5 Year First PD Activity	6 Second Prof Dev Activity	7 Year Second PD Activity	

Carmen Dones	PIE	Co-Chair	Prof Dev day	2013	
Carlos Sermeno	Acadmeic Senate	Senator	Prof Dev Day	2012	
Joy Ogami	SLO Facilitator	Member	Prof Dev Day	2012	

Lisa Kamibayashi	4 Tenure Review	Member	Prof Dev Day	2012
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Module: Facilities

Question: List and describe any current facilities challenges (e.g., location, quantity, quality) affecting your division/ department's ability to achieve its goals and meet instructional needs.

Answer: The dental clinic has had quite of bit of repairs and replacements needed on the radiology equipment. The service person informed us that we were sold poor equipment and therefore it is needing to be replaced as they stop working. The server for the program is also going out and representatives from Carestream are needed to come out to work with the IT at WLAC. It is very costly and therefore we need a budget to support maintenance and repairs for the clinic.

The division is in need of laboratory space for the medical assisting program. The program currently shares space with the CNA/HHA program and both programs have quite a bit of equipment. The space is limited and the time to allow students additional practice time is also limited. This in essence affects student success. It was proposed at one of the facilities meetings to turn SC 105 into a lab for Medical Assisting since it has a sink and the space needed for the lab but the division has not heard back a response. It was being investigated by Iris to determine if it would impact any other programs, areas. The architects came out last year and provided us drafts of changes to the MSA building to accommodate the allied health division but that did not happen and we remain highly impacted with facility needs.

The division is also in need of a 40 station computer lab. The labs currently on campus are highly impacted by all of the program on campus. We need a dedicated lab to install software for allied health courses, offer courses that require computer labs, and provide online testing to simulate state certification and state licensing exams.

Question: Specify the division/ department's short term goals (1 year) for facilities improvement and functionality.

Answer: Our short term goal is to establish a budget in program 100 to support repairs and maintenance of equipment. Have SC 105 converted to lab space for Health Occupations and Medical assisting programs, and any other allied health programs that can benefit from a medical lab classroom. Work with the college to provide a dedicated 40 station computer lab for allied health programs.

Question: Specify the division/ department's long term goals (2-6 years) for facilities improvement and functionality.

Answer: Modify classrooms in the MSA building to create lab space for CNA and Medical Assisting.

Module: CTE Programs

Question: Does this Division offer any CTE programs? IF THE ANSWER IS 'NO' SKIP THE SECTION ABOUT CTE PROGRAMS, AND GO ON TO THE PLANNING SECTIONS.

Answer: Yes

Question: Review labor market demand. How does your program meet labor market demand? Cite specific examples and sources.

Answer: According to LMI data, there will be 1,060 annual average job openings in dental hygiene for 2012-2022, and 1, 640 in dental assisting. Accoring to O-Net, both of these occupations have a bright outlook.

Question: Advisory Board Membership. List the member name, company name, title and CTE program for each member.

Answer: Dental Hygiene, Dental Assistant and Dental Hygiene Alternative Practice Advisory Board Members: Gary

Green, DDS Periodontist, UCLA Faculty and Private Practice Dental Office Joanne Peterson- WLAC Foundation Paulo Camargo, DDS, MS, MBA, FACD-Diplomate, American Board of Periodontology, Professor and Chair, Periodontics Tarrson Family Endowed Chair in Periodontics, Associate Dean of Clinical Dental Sciences- UCLA School of Dentistry Julie Morrill, RDH, BS- Hu-Friedy Clinical Education Manager Pacific Territory Steve Okamoto, DDS- Private Practice Dental Office Erica Johnson, RDH- President Ventura Dental Hygienist Society- Sigma Phi Alpha Board Member Sandro Tomita-DDS- Private Practice Dental Office Chris Nucho, RDH, BS - Private Practice Dental Office, Lecturer UCLA Sara Anderson, RDH, Private Practice Dental Office Phyllis Martina, RDH, BS, MBA Senior Academic Relations Manager -Colgate Oral Pharmaceuticals, Inc Ara Aguiar,RDH, MBA-WLAC DH Faculty, Dean CTE and Curriculum Lisa KamibayashiRDH, MS -WLAC DH Faculty Joy Ogami-Avila, RDH, MS -WLAC DH Faculty Carlos Sermeno, RDH, BS -WLAC DH Faculty Ronald Mito, Ronald S. Mito, DDS, FDS RCSEd-Professor of Clinical Dentistry and Associate Dean, Academic Programs and Personnel- UCLA School of Dentistry Fran Leonard, MA- West Los Angeles College Faculty, Chairperson, Language Arts Yervant Boghos-WLAC Faculty- Medical Assistant Program Amanda De La Vega-RDH, BS, New WLAC DH Faculty, Alison Corwin, RDH, BS - Private Practice Dental Office, Gary, Dental Assistant, MEND Clinic.

Question: Advisory Board Meetings. List the following information for each meeting held in the last year:

AB Name	Dates	Number Attendees	Minutes
Dental Hygiene and Assisting	04/15	Yes	22 members

Question: What have been the major outcomes of your advisory board meetings? Of those outcomes, which have been acted upon, and what is your plan of action with regard to other outcomes discussed?

Answer: Glitch in last question (saying not saved).

We discussed and changed our Program Learning outcomes, voted on a Dean for the Bachelor Program, enhanced course curriculum, able to implement state licensing exam at UCLA, discussed changing the way we ask exit questions for graduates, discussed the possibility of having the dental assisting students attend the VA facilities, UCLA and MEND for practicum, and having the student learn the Ceric machine at the VA.

Question: Describe and assess the evidence of students' attainment of intended learning outcomes, as measured by the employment and completion success of its students. [Ed Code 78016(a)(3)]

Answer: Three months after graduation, 85% of the dental hygiene students are working in dental private practices and doing very well.

Question: Is this program subject to approval/accreditation by specialized state, regional, or national accrediting agencies?

Answer:

Question: Indicate recommendation of the most recent accreditation evaluation of the program and corrective actions taken or planned. The most recent accreditation report and all additional pertinent documentation and explanations should be available on site for consultation.

Answer: We are slated for a site visit in 2017 from the Commission on Dental Accreditation. At the last accreditation visit, there weren't any recommendations made. We were only given suggestions to reduce the number of 1 unit classes by combining the lecture and lab classes and to improve the faculty profile form we were using.

Question: Describe how you have assessed the appropriate improvements in student achievement and learning that have occurred as a result of the improved program practice.

Answer: Courses have been combined in order to reduce the number of single unit courses currently being offered. Improvements to clinical requirements and rubrics have been established as a result of faculty meetings.

Question: Based on survey results, provide a brief analysis of employer satisfaction with program graduates.

Answer: Employer surveys in the past reveal that they are satisfied with the program and that students were well prepared. Unfortunately, surveys are rarely returned and we are in need of assistance in developing a better method of surveying employers.

Question: Provide a brief analysis of student performance on licensure or board exams on first attempt for each program in the Division.

Answer: With regards to dental hygiene, the national board was passed at 100% on the first attempt. The regional practical exam was 90% on 1st attempt and 95% by the 2nd attempt. In regards to the State Jurisprudence exam, the results for passing are not publicized. However at this time, 90% of students are licensed and they can only be licensed after passing the State jurisprudence exam.

Module: Completion

Question: Division Chair/ Program Manager: Fill out your name and date of final approval, save, and submit the program review.

Answer: Carlos Sermeno
Final approval date: 11/05/15

Question: List the people who participated in this Program Review.

Name	Role
Carmen Dones	Full Time Faculty