

**Dental Assisting Program Review**

	<b>Manuel Diaz-Alvares (At-Large Classified Staff)</b>	<b>Jay Patyk (At-Large Faculty)</b>	<b>Ram Subrmaniam (Dean)</b>	<b>Anand Venkataraman (Same Division Faculty)</b>
<b>Rubric Evaluation</b>				
<b>A. Program Information</b>				
How many criteria are met for the Program Mission statement?	Addresses all 8 criteria - Meets the Standard	Addresses all 8 criteria - Meets the Standard	Addresses all 8 criteria - Meets the Standard	Addresses fewer than 4 of the criteria - Needs Major Improvement to Meet the Standard
Reader Feedback	The mission statement clearly states the purpose of the program, the target audience and activities of the program. It aligns with the college mission statement by providing access to educational opportunity for all.	The Program Mission Statement for Dental Assisting definitely meets the standard in my opinion. Well-written, informative, concise, and does a terrific job establishing linkages between the program, the student, and the greater community.	N/A	"positively impact" is a weak motivation. As educators, it's a given that we want to "positively impact" the community? The stated mission should be more focused towards a specific achievable and measurable goal - e.g. to increase employability, (or "awareness" in certain disciplines). Lifelong learning is a foothill mission statement, and it is good to reference it, but it should be in keeping with the general applicability of that mission, not specifically to this program. I suggest that be amended to something along the lines of "... in line with Foothill College's mission to foster lifelong learning amongst members of the community" Finally, even though the mission statement does not need to be measurable, it is good to see something at least vaguely measurable here (e.g. number of museum showings, theater appearances, auditions, interviews, products developed, job interviews, or even the likelihood of increasing any of those). &
How many criteria are met for the Program Learning Outcomes?	Addresses all 5 criteria - Meets the Standard	Addresses all 5 criteria - Meets the Standard	Addresses all 5 criteria - Meets the Standard	Addresses 3 to 4 of the criteria - Needs Some Improvement to Meet the Standard

Reader Feedback	At first, the SLO is a little overwhelming if the student is not familiar with the accreditation standards. After some research, I realized the standards were highlighted inside the parentheses.	I believe the PLO's for Dental Assisting are sound and adequately address the five criteria, though the information that is presented more or less assumes that one knows what sort of entry-level competency skills are mandated by the Commission on Dental Accreditation and the Dental Board of California. For the sake of brevity, I am not sure if it would be appropriate to explicitly list those here. But perhaps it might be beneficial to the reader if they were.	N/A	PLO 1: "will be able to demonstrate entry-level competency" Great PLO, Measurable, actionable, student-centered, they can understand what they'll get out of it, leaves them in a clear place in the guided pathways map. PLO 2: is a little vague and I can't see the immediate utility nor how it can be measured.
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**B. FTES - Enrollment Trends**

1. What does the FTES data trend indicate?	FTES has decreased over the time span no more than 10% - Meets the Standard	FTES has decreased over the time span no more than 10% - Meets the Standard	FTES has decreased over the time span no more than 10% - Meets the Standard	FTES has decreased over the time span no more than 10% - Meets the Standard
How many criteria are met in the data trend narrative explanation for FTES?	The narrative includes all 4 of the criteria - Meets the Standard	The narrative includes all 4 of the criteria - Meets the Standard	The narrative includes all 4 of the criteria - Meets the Standard	The narrative includes 3 of the criteria - Needs Some Improvement to Meet the Standard
How many criteria are met in the proposed action narrative for FTES?	The narrative includes 4 of the criteria - Needs Some Improvement to Meet the Standard	The narrative exceeds expectations - the narrative could be used as an exemplar - Excellent	The narrative includes all 5 of the criteria - Meets the Standard	The narrative includes fewer than 4 of the criteria - Needs Major Improvement to Meet the Standard

Reader Feedback	I can see how the APP may confuse students on submitting the application. Cross-collaboration with other agencies like Marketing and Outreach may be able to highlight the Dental Assisting Program and recruit potential applicants. I may suggest having a dedicated counselor or advisor that can help guide a student that are interested in that career pathway. I also recommend having a list of courses (blueprint/ ed.plan ) students can start taking to meet the prerequisites and be eligible to apply for the program.	I believe the department has exceeded expectations here. They have clearly taken some time to reflect on the enrollment trends for the program, and have come up with some excellent solutions to help increase enrollment in both the short-run, as well as in the long-run. I sincerely hope they are successful!	N/A	It seems to me that the FTEs have held more or less steady (around 23) except for a one-year dip. So I don't understand what "decrease" the narrative is trying to explain. Further, I suggest: 1. include more specific quantitative detail (e.g. how many classes canceled, underfill % etc.) 2. the author's suggested remedy in this section is vague (what is inadequate dissemination). A better way of saying it might be "enrollment decreased because XYZ was not communicated to potential students before mm/dd/yy) Then we'd know we shouldn't do that kind of thing in the future. 3. Full-time schedule being deterrent is a hypothetical reason. So you may suggest a data analysis effort to determine possible correlations between FTE drops and schedules (which might lead to something interesting) Also there is a typo (. .)
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**C. Sections - Enrollment Trends**

How many criteria are met in the data trend narrative explanation for sections?	The narrative includes all 4 of the criteria - Meets the Standard	The narrative exceeds expectations – the narrative could be used as an exemplar - Excellent	The narrative includes all 4 of the criteria - Meets the Standard	The narrative includes 3 of the criteria - Needs Some Improvement to Meet the Standard
How many criteria are met in the narrative explaining why the number of sections increased while FTES decreased?	The narrative is not included	The narrative is not included	The narrative includes all 3 of the criteria - Meets the Standard	The narrative includes all 3 of the criteria - Meets the Standard
Reader Feedback	N/A	According to the information provided, the total number of sections did not increase or decrease. As such, there was no feedback provided.	N/A	N/A (number of sections is constant)

**D. Productivity - Enrollment Trends**

1. What does the data indicate about the productivity trend?	The program productivity has decreased by more than 5% - Needs Major Improvement to Meet the Standard	The program productivity has decreased by more than 5% - Needs Major Improvement to Meet the Standard	The program productivity has decreased by more than 5% - Needs Major Improvement to Meet the Standard	
How many criteria are met in the data trend narrative explanation for productivity?	The narrative includes 2 of the criteria - Needs Some Improvement to Meet the Standard	The narrative exceeds expectations – the narrative could be used as an exemplar - Excellent	The narrative includes all 3 of the criteria - Meets the Standard	The narrative includes all 3 of the criteria - Meets the Standard
How many criteria are met in the proposed action narrative for productivity?	The narrative includes all 5 of the criteria - Meets the Standard	The narrative exceeds expectations – the narrative could be used as an exemplar - Excellent	The narrative includes all 5 of the criteria - Meets the Standard	The narrative includes fewer than 4 of the criteria - Needs Major Improvement to Meet the Standard

It provides insight on the trend that students who are successful in Fall, will most likely complete the program.

The program is rather unique compared with most other programs across the college. The fact that only a set number of students are accepted into the program each year can result in a significant drop in productivity should just a few students drop out of the program due to being academically unsuccessful. This makes the Dental Assisting Program vulnerable to sizable swings in productivity. So we should not rush to judgment if productivity falls below 5%. However, according to the information provided in their Program Review, the Dental Assisting faculty have clearly reflected on this issue and have come up with some terrific solutions to help retain more students, and help increase their success in the program. Another suggestion is a program where instructors would take highly successful students in the program and pair them with students who might be struggling with the coursework. They could pair up during classroom activities, worksheets, lab activities, or just support via email. Often high performing students are eager to help other students, especially those who might be struggling. As such, they are a resource that often goes untapped. This sort of informal mentoring/support program could be used in conjunction with the embedded tutor program, and could possibly serve as a substitute should the costs associated with the embedded tutor program become cost prohibitive, especially if budgets become tighter going forward as a result of the recession caused by the pandemic.

Bilingual tutoring, curriculum revision, apprenticeship are all great ideas.

I'm not convinced that there is a productivity problem. To be sure the productivity in the recent year is lower, but it seems to be on the upswing of a dip that occurred earlier during which time the drop was more precipitous. Also, the total numbers we're talking about here are small enough to not read anything into the numbers not warranted by the actual data. Flagging low enrollment numbers may be a root problem that affects multiple programs. I'm not yet convinced that marketing is the answer (if there is a problem). But one might guess it's at least worth a experiment. Good constructive suggestions (using bilingual tutors, and maximizing headcount per section). There may be a typo (tract) &

**E. Enrollment by Student Demographics**

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

The difference between the gender/sex is greater than 30% - Needs Major Improvement to Meet the Standard

The difference between the gender/sex is greater than 30% - Needs Major Improvement to Meet the Standard

The difference between the gender/sex is greater than 30% - Needs Major Improvement to Meet the Standard

How many criteria are met in the data trend narrative explanation for enrollment by gender?	The narrative includes fewer than 2 of the criteria - Needs Major Improvement to Meet the Standard	The narrative includes all 3 of the criteria - Meets the Standard	The narrative includes all 3 of the criteria - Meets the Standard	The narrative includes all 3 of the criteria - Meets the Standard
How many criteria are met in the proposed action narrative for enrollment by gender?	The narrative includes all 5 of the criteria - Meets the Standard	The narrative includes all 5 of the criteria - Meets the Standard	The narrative includes all 5 of the criteria - Meets the Standard	The narrative includes all 5 of the criteria - Meets the Standard
<p>Data Table for Enrollment by Gender of Declared Majors  <a href="https://foothill.edu//programreview/prg-rev-docs/fh-programreview2019_20enroll-by-gender-and-declared-major.pdf">https://foothill.edu//programreview/prg-rev-docs/fh-programreview2019_20enroll-by-gender-and-declared-major.pdf</a>          (https://foothill.edu//programreview/prg-rev-docs/fh-programreview2019_20enroll-by-gender-and-declared-major.pdf)</p>				
3. What does the data trend indicate about enrollment (headcount) by gender of declared majors in the program?	The Gender gap by declared major is greater than 30% - Needs Major Improvement to Meet the Standard	The Gender gap by declared major is greater than 30% - Needs Major Improvement to Meet the Standard	The Gender gap by declared major is greater than 30% - Needs Major Improvement to Meet the Standard	The Gender gap by declared major is between 11% and 20% - Meets the Standard
Reader Feedback	Not clear on why there are more female students applying to this program compared to their male counterparts.	According to the information provided in the Program Review, enrollment in the Dental Assisting Program is primarily female. I suspect if we looked at other programs across the state, they would also be heavily skewed towards female. There are a number of reasons for this, many of which are outside the control of the Dental Assisting Program and its faculty. However, the program has come up with several possible solutions to help increase gender parity within the program. As such, even though the rubric above suggests that the program needs major improvement in this area, the reality is that much of the "problem" lies beyond the control of the program and its faculty. However, the faculty ARE trying to increase male enrollment numbers, and I sincerely hope they are successful in this endeavor. And due to these efforts, and the fact that much of the gender imbalance is due to things beyond the program's control, I would actually rank them as meeting the standard.	N/A	The curious phenomenon of reversal in gender domination has been noted. Definitely worthy of further data collection to see what's going on here. The numbers and times we're talking about here are probably too small to warrant extensive investigation at this time.

2. Does your program differ in enrollment distribution among ethnic groups, in this most recent year, compared to the College enrollment by ethnic group?	(2018-19 College enrollment distribution by ethnicity: 5% African American, 30% Asian, 5% Filipinx, 26% Latinx, 0% Native American, 1% Pacific Islander, 29% White, 4% Decline to State)	The enrollment mirrors the college's ethnic distribution - Meets the Standard	The enrollment does not mirror the college's ethnic distribution - Needs Some Improvement to Meet the Standard	The enrollment does not mirror the college's ethnic distribution - Needs Some Improvement to Meet the Standard	The enrollment mirrors the college's ethnic distribution - Meets the Standard
How many criteria are met in the data trend narrative explanation for enrollment by ethnicity?		The narrative includes all 3 of the criteria - Meets the Standard	The narrative includes all 3 of the criteria - Meets the Standard	The narrative includes all 3 of the criteria - Meets the Standard	The narrative includes all 3 of the criteria - Meets the Standard
How many criteria are met in the proposed action narrative for enrollment by ethnicity?		The narrative includes all 5 of the criteria - Meets the Standard	The narrative includes all 5 of the criteria - Meets the Standard	The narrative includes all 5 of the criteria - Meets the Standard	The narrative includes all 5 of the criteria - Meets the Standard
Reader Feedback	Great idea on having people that you are looking to bring in be part of the program and also part of the marketing material.	I believe the faculty have reflected on these issues and have identified some areas to help increase enrollment within several under-represented populations. I especially liked the idea of inviting dental health professionals currently working in the profession who are associated with these under-represented ethnic groups, and introducing them to the students to serve as possible mentors, and to show students that there are members of their ethnic group that have achieved success in the dental profession.	N/A	n/a	

**F. Student Course Success**

1. What does the data trend indicate about overall course success?	Course success has improved over the time span - Excellent	Course success has improved over the time span - Excellent	Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard	Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard
How many criteria are met in the data trend narrative explanation for student course success?	The narrative includes all 3 of the criteria - Meets the Standard	The narrative exceeds expectations – the narrative could be used as an exemplar - Excellent	The narrative includes all 3 of the criteria - Meets the Standard	The narrative includes all 3 of the criteria - Meets the Standard
How many criteria are met in the proposed action narrative for student course success?	The narrative includes all 5 of the criteria - Meets the Standard	The narrative exceeds expectations - the narrative could be used as an exemplar - Excellent	The narrative includes all 5 of the criteria - Meets the Standard	The narrative includes all 5 of the criteria - Meets the Standard

Reader Feedback	Great idea to revise the curriculum so it may allow students to study or take care of their personal responsibilities like work or day-care.	Based on the data and feedback provided, the faculty are doing an outstanding job in helping their students be successful. From bilingual tutors who are available during evenings and weekends (thus being sensitive to students who are working) to printing out lectures and other materials to holding weekly meetings, it is clear that this combination of resources and activities has had a very positive impact on the level of success for the vast majority of students enrolled in the program. However, with the possibility of budget reductions looming as a result of the pandemic and subsequent recession, it is unclear if these funds for bilingual tutors will remain intact. Contingency plans may be necessary to maintain student support in an environment of scarce fiscal resources, such as identifying high performing students as possible mentors and tutors to help those students who are struggling with the material/concepts, etc.	N/A	n/a (multilingual tutoring is a great idea)
3. Is there a course success gap between African-American, Latinx, Filipinx student groups and Asian, Native American, Pacific Islander, White, Decline to State student groups?	The gap between the two groups has increased over the time span - Needs Major Improvement to Meet the Standard	There is no gap between the two groups - Excellent	There is no gap between the two groups - Excellent	There is no gap between the two groups - Excellent
How many criteria are met in the data trend narrative explanation for course success by student groups?	The narrative includes all 3 of the criteria - Meets the Standard	The narrative exceeds expectations – the narrative could be used as an exemplar - Excellent	The narrative includes all 3 of the criteria - Meets the Standard	The narrative includes all 3 of the criteria - Meets the Standard
How many criteria are met in the proposed action narrative for course success by student groups?	The narrative includes all 5 of the criteria - Meets the Standard	The narrative exceeds expectations - the narrative could be used as an exemplar - Excellent	The narrative includes all 5 of the criteria - Meets the Standard	The narrative includes all 5 of the criteria - Meets the Standard
Reader Feedback	Great efforts shown in equity interventions by bringing bilingual tutors as well as understanding what resources are needed for student success. By revising the curriculum and allowing student more time to work is very important for students whose families rely on their income or need that time to take care of their children.	Based on the data, the faculty are clearly doing an exceptional job here.	N/A	Use of multilingual tutors (esp. for LatinX and Asian languages) is positively corroborated with student success rates. It's worth seeing if the model can be replicated and tested more.

**G. Student Course Success by Demographics**

1. What does the data indicate about course success?

Female	Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard	Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard	Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard	Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard
Male	Course success has improved over the time span - Excellent	Course success has improved over the time span - Excellent	Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard	Course success has improved over the time span - Excellent
How many criteria are met in the data trend narrative explanation for course success by gender?	The narrative includes 2 of the criteria - Needs Some Improvement to Meet the Standard	The narrative includes all 3 of the criteria - Meets the Standard	The narrative includes all 3 of the criteria - Meets the Standard	The narrative includes 2 of the criteria - Needs Some Improvement to Meet the Standard
How many criteria are met in the proposed action narrative for course success by gender?	The narrative includes all 5 of the criteria - Meets the Standard	The narrative includes all 5 of the criteria - Meets the Standard		
Reader Feedback	Interesting note regarding the differences between male and female academic success. Noted the use of bilingual tutors and providing academic support.	The skewed enrollment between female and male students is likely to persist. With that said, based on the data and feedback, it appears that male students benefit from having access to bilingual tutors. The program intends on making sure these tutors are available for both male and female students going forward. I think this is an excellent idea. It might also be beneficial if faculty could create partnerships between higher performing students and students who might be struggling, even if it is just working on a lab assignment, a worksheet in class, etc. That extra level of support could make a huge difference.	N/A	The explanation for why males benefited from bilingual tutors is not clear (ethnicity, I can understand). Perhaps some thing else is the reason for the gender disparity? &

1. What does the data trend indicate about program student course success by ethnicity?

African Americans	Course success has decreased over the time span by no more than 4 percentage points - Needs Some Improvement to Meet the Standard	Course success has improved over the time span - Excellent	Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard	Course success has improved over the time span - Excellent
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Asian	Course success has improved over the time span - Excellent	Course success has improved over the time span - Excellent	Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard	Course success has improved over the time span - Excellent
Filipinx	Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard	Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard	Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard	Course success has decreased over the time span by no more than 4 percentage points - Needs Some Improvement to Meet the Standard
Latinx	Course success has improved over the time span - Excellent	Course success has improved over the time span - Excellent	Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard	Course success has improved over the time span - Excellent
Native American	Course success has decreased over the time span by no more than 4 percentage points - Needs Some Improvement to Meet the Standard	Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard	Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard	Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard
Pacific Islander	Course success has decreased over the time span by no more than 4 percentage points - Needs Some Improvement to Meet the Standard	Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard	Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard	Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard
White student	Course success has decreased over the time span by no more than 4 percentage points - Needs Some Improvement to Meet the Standard	Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard	Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard	Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard
Decline to State	Course success has decreased over the time span by no more than 4 percentage points - Needs Some Improvement to Meet the Standard	Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard	Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard	Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard
How many criteria are met in the data trend narrative explaining why the percentage decreased for the student ethnic group(s)?	The narrative is not included	The narrative is not included	The narrative includes all 3 of the criteria - Meets the Standard	The narrative includes all 3 of the criteria - Meets the Standard
How many criteria are met in the data trend narrative explaining reasons for the gap in course success?	The narrative includes all 3 of the criteria - Meets the Standard	The narrative includes all 3 of the criteria - Meets the Standard	The narrative includes all 3 of the criteria - Meets the Standard	The narrative includes all 3 of the criteria - Meets the Standard
How many criteria are met in the proposed action narrative for student course success by ethnicity?	The narrative includes all 5 of the criteria - Meets the Standard	The narrative includes all 5 of the criteria - Meets the Standard	The narrative includes all 5 of the criteria - Meets the Standard	The narrative includes all 5 of the criteria - Meets the Standard

Reader Feedback

Really appreciate the opportunity to learn more about the Dental Assisting Program and how it can positively impact the students' lifelong learning as well as open opportunities in the dentistry workforce. It is really interesting to learn about the high number of applicants applying to the program, compared to those that accept to be in the program. I am curious to know if there is any feedback from students on why they decided to accept the program and what were some challenges the student faced while in the program?

Based on the data and feedback provided, I believe the faculty/program are/is meeting the standard. However, in some years, certain ethnicities were not represented, such as Pacific Islander in 2014-15 through 2017-18 (zero students enrolled), and African American in 2016-17 (also zero students enrolled).

N/A

Gaps in the data seem rather specific and one-off. More data needs to be looked at before a good narrative explanation can be formed.

## Dental Assisting CTE Program Review

	Jay Patyk (At-Large Faculty)	Anand Venkataraman (Same Division Faculty)	Manuel Diaz-Alvares (At-Large Classified Staff)	Ram Subrmaniam (Dean)
<b>Career and Technical Education Programs Rubric</b>				
<b>A. Re-Accreditation Information</b>				
2. Did the program maintain accreditation?	The program was reaccredited and received both commendations and citations/recommendations - Meets the Standard	The program was reaccredited, received commendations, and no citations/recommendations - Excellent	The program was reaccredited, received commendations, and no citations/recommendations - Excellent	The program was reaccredited, received commendations, and no citations/recommendations - Excellent
4. Did the program make the required improvements in response to the major citations of the last re-accreditation report?	The program was able to take actions to improve and received the needed support to take the actions - Meets the Standard	The program was not able to take actions to improve because it did not get the support needed from the college - Needs Some Improvement to Meet the Standard	The program was able to take actions to improve and received the needed support to take the actions - Meets the Standard	The program was able to take actions to improve and received the needed support to take the actions - Meets the Standard
<b>B. Advisory Board</b>				
1. Did the program hold an annual advisory board meeting each year of the five-year cycle?	Yes the program held an annual meeting of the advisory board and submitted the minutes - Meets the Standard	Yes the program held an annual meeting of the advisory board and submitted the minutes - Meets the Standard	Yes the program held an annual meeting of the advisory board and submitted the minutes - Meets the Standard	Yes the program held an annual meeting of the advisory board and submitted the minutes - Meets the Standard
4. Did the program receive any commendations/special mentions from the advisory board?	The program received commendations - Meets the Standard	The program received commendations - Meets the Standard	The program received commendations - Meets the Standard	The program received commendations - Meets the Standard
5. Did the program identify actions for improvement or recommendations based on feedback from the advisory board?	The program was able to take actions or investigate the recommendations and received the needed support to proceed - Meets the Standard	The program was able to take actions or investigate the recommendations and received the needed support to proceed - Meets the Standard	The program was able to take actions or investigate the recommendations and received the needed support to proceed - Meets the Standard	The program was able to take actions or investigate the recommendations and received the needed support to proceed - Meets the Standard
<b>C. Regional Labor Demand</b>				
1. What does the labor demand data trend indicate?	Labor demand has an upward trend - Excellent	Labor demand has an upward trend - Excellent	Labor demand has an upward trend - Excellent	Labor demand has an upward trend - Excellent
2. How many criteria are met in the data trend narrative explanation for labor demand?	The narrative includes 2 of the criteria - Needs Some Improvement to Meet the Standard	The narrative exceeds expectations – the narrative could be used as an exemplar - Excellent	The narrative exceeds expectations – the narrative could be used as an exemplar - Excellent	The narrative includes all 3 of the criteria - Meets the Standard
<b>D. Regional Labor Supply</b>				
1. What does the labor supply data trend indicate?	Labor supply has a downward trend - Excellent	Labor supply is projected to be flat - Meets the Standard	Labor supply has a downward trend - Excellent	Labor supply is projected to be flat - Meets the Standard
2. How many criteria are met in the data trend narrative explanation for labor supply?	The narrative exceeds expectations – the narrative could be used as an exemplar - Excellent	The narrative includes all 3 of the criteria - Meets the Standard	The narrative exceeds expectations – the narrative could be used as an exemplar - Excellent	The narrative includes all 3 of the criteria - Meets the Standard

**E. Regional Wages**

1. What does the wage data trend indicate?	The occupational wage trend increased - Excellent	The occupational wage stayed flat - Meets the Standard	The occupational wage trend increased - Excellent	The occupational wage trend increased - Excellent
2. How many criteria are met in the data trend narrative explanation for wages?	The narrative includes all 3 of the criteria - Meets the Standard	The narrative includes all 3 of the criteria - Meets the Standard	The narrative includes all 3 of the criteria - Meets the Standard	The narrative includes all 3 of the criteria - Meets the Standard

**F. Program 13.5 Course Completion**

1. 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 the program?	The number of students completing 13.5 units stayed flat over the 5 year period - Meets the Standard	The number of students completing 13.5 units stayed flat over the 5 year period - Meets the Standard	The number of students completing 13.5 units stayed flat over the 5 year period - Meets the Standard	The number of students completing 13.5 units stayed flat over the 5 year period - Meets the Standard
2. How many criteria are met in the data trend narrative explanation for the number of students completing the 13.5 CTE units?	The narrative includes all 3 of the criteria - Meets the Standard	The narrative includes all 3 of the criteria - Meets the Standard	The narrative includes all 3 of the criteria - Meets the Standard	The narrative includes all 3 of the criteria - Meets the Standard

**G. Program Graduate Employment Rates**

1. What does the graduate employment rate indicate for certificate/degree completers (e.g., Within one year after Community College Completion)?	Employment rate is 89% to 80% - Meets the Standard	Employment rate is 89% to 80% - Meets the Standard	Employment rate is 89% to 80% - Meets the Standard	Employment rate is 89% to 80% - Meets the Standard
2. How many criteria are met in the data trend narrative explanation for graduate employment rate for both degrees and certificates?	The narrative includes all 4 of the criteria - Meets the Standard	The narrative includes all 4 of the criteria - Meets the Standard	The narrative includes all 4 of the criteria - Meets the Standard	The narrative includes all 4 of the criteria - Meets the Standard

**Reader Feedback**

N/A

N/A

It is interesting to note the paid wages as a Dental Assistant when compared to the living wage in the Bay Area. This definitely has an impact in enrollment and graduation rates, especially for students 20-40 years old. A students' personal living situation is a factor when it comes to enrollment and completion success. A paid apprenticeship opportunity may provide a temporary relief for student to keep learning and earn from their time invested in the program.

N/A