

Final Report Program Information by TOP Code

District/College: CERRITOS CCD/CERRITOS COLLEGE
Program Title: Dental Assisting

Agreement No.: 17-C01-006
TOP Code: 124010

Briefly describe the program improvement issue(s) concerning this TOP code.
2017-2018 Core Indicators 2, 3, 5a, 5b, are below the state-negotiated target. These outcomes indicate that the program needs to focus on Completions, Persistence/Transfer, and Non-Participations/Completions with non-traditional students, single parent, and the economically disadvantaged students. Two Core Indicators with the largest drop from 2016-2017 was Core indicator 2 and 3. Both of these were above state negotiated target in 2016-2017. Again these relate to the non-traditional student, economically disadvantaged, and single parent. The department must continue to recruit non-traditional students (male). Another focus that the program must continue to target is the economically disadvantaged and single parent students. Many of the students in the dental assisting program arrive to the college by bus or other means of transportation. The majority of the dental assisting students must work to support their families as they complete a full-time one-year program and may lack the motivation, time, encouragement from family, as they work to support their family and do not have with proper study habits and other factors to excel. One positive trend is Core Indicator 4 (Employment) reveals there was a 18.3% increase from 2016-2017 (13.7) to (32.0) for 2017-2018 which is well above the target for negotiated level. Additional improvement was noticed in Core Indicator #1 (Technical Skill Attainment) from -1.2 in 2016-2017 to 6.5. The department is still receiving an overwhelming volume of calls from community dentists seeking to employ Registered Dental Assistants from Cerritos College. This may be part of the answer to the improvement of Core Indicators on employment and skill attainment.

Briefly describe how the issue(s) will be addressed.
The Dental Assisting department will continue to work to increase non-traditional students, first time college students, the economically disadvantaged and single parents by: 1) Marketing the Dental Assisting program by attending Senior Career Day at High Schools, community dental offices, the Web site, Cerritos College Senior Preview Day, workshops given by the faculty of the program, the non-traditional booth at Senior Preview Day. 2) Faculty will continue to invite former graduates who were non-traditional, single parents and economically disadvantaged as guest lecturers to motivate and advise students how to succeed in the program 3) Dental Assisting brochure and Web site has continued to feature non-traditional members. 4) Part of the Cerritos College Strategic Plan the Health Occupation Division has developed Road Maps for every department (Dental Assisting) which targets non-traditional students by featuring pictures students on the Road Map. 5) The program will advise students regarding the need to apply for their Certificate of Completion/AA degree as well as help them complete the application. 6) Continue to identify why students are leaving the program through exit interview of those who drop out. From this, the program can continue to develop ways to assist students in the future.

Final Report Summary:
1. Was the program improvement issues(s) addressed and/or planned objectives met (Narratives limited to 1000 characters)?
If the response in Section 1 is **No** or **Partially** describe the barriers and/or lessons learned in Section 2.
If the response in Section 1 is **Yes** or **Partially** describe the accomplishment and/or effective practices derived from the project in Section 3
Select Yes No Partially

2. Describe any barriers encountered and lessons learned (Narratives limited to 1000 characters).

3. Describe accomplishments/best practices derived from the project (Narratives limited to 1000 characters).
The Dental Assisting program has made improvement in their planned objectives. It remained focused on the nontraditional student, the economically disadvantaged and single parents. The department has updated several of their marketing tools. They include two 8 foot Cerritos College Dental Assisting table covers, two 33" x 83" pop up banners with stands having CC Dental Assisting program information and pictures, updated Brochure, updated Road Map and Website. The Dental Assisting program has increased marketing efforts throughout the community with all staff members working together to support the department, by attending Senior Career Day at high schools, community dental offices, and holding Dental Assisting Workshops at the college. During each of these marketing programs, information was available regarding the Dental Assisting program, salary schedules, Road Map, Brochures of the program, and financial aid. The program continued to invite members from financial aid and/or counseling to attend the orientations and workshops to help answer questions for future students who attended. The Dental Assisting brochure, Website and Road map includes nontraditional students which are available throughout the campus and in the community. The program did and will continue to invite former graduates from nontraditional, single parent and the economically disadvantaged as guest lecturers throughout the year to speak to our present class and at orientation to encourage students throughout the year. This has proven to be a successful activity. The director of the program will continue to work with the current class to apply for their certificate/degree upon completion of the program.

Requirement for Uses of Funds	MET	UNMET	NOW MET
1. Strengthening the academic, and career and technical skills of students participating in CTE programs through the integration of academics with CTE programs. [§135(b)(1)]	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Link CTE at the secondary and the postsecondary levels, including by offering elements of not less than one program of study described in §122(c)(1)(A). [§135(b)(2)]	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Provide students with strong experience in and understanding of all aspects of an industry, which may include work-based learning experiences. [§135(b)(3)]	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Develop, improve, or expand the use of technology in CTE, which may include training to use technology, providing students with the skills needed to enter technology fields, and encouraging schools to collaborate with technology industries to offer internships and mentoring programs. [§135(b)(4)]	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Provide in-service and pre-service professional development programs to faculty, administrators, and career guidance and academic counselors involved in integrated CTE programs, on topics including effective integration of academics and CTE, effective teaching skills based on research, effective practices to improve parental and community involvement, effective use of scientifically based research and data to improve instruction. Professional development should also ensure that faculty and personnel stay current with all aspects of an industry; involve internship programs that provide relevant business experience; and train faculty in the effective use and application of technology. [§135(b)(5)]	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Develop and implement evaluations of the CTE programs carried out with Perkins I-C funds, including an assessment of how the needs of special populations are being met. [§135(b)(6)]	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Initiate, improve, expand and modernize quality CTE programs, including relevant technology. [§135(b)(7)]	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Provide services and activities that are of sufficient size, scope and quality to be effective. [§135(b)(8)]	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Provide activities to prepare special populations, including single parents and displaced homemakers enrolled in CTE programs, for high-skill, high-wage or high-demand occupations that will lead to self-sufficiency. [§135(b)(9)]	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Describe specific future activity(ies) intended to address the remaining unmet requirement(s) (Narratives limited to 4000 characters):

Final Report of Expenditure by TOP Code: \$12,527