

Final Report Program Information by TOP Code

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

Agreement No.: 17-C01-006
TOP Code: 124020

Briefly describe the program improvement issue(s) concerning this TOP code.
Core Indicators 1 (Technical Skill Attainment), Core Indicator 2 (Completions) and Core Indicator 4 (Employment) exceed state negotiated targets. Core Indicator 3 (Persistence and Transfer) is at -0.6. The department has found that many students complete one prerequisite course at a time to insure an A or B final grade, which contributes to a greater probability of acceptance into the program. The dental hygiene curriculum, however, requires students to take seven challenging courses each semester. Often, students are ill-prepared for the time commitment necessary to negotiate this challenge. Core Indicators 5a (Nontraditional Participation) and 5b (Nontraditional Completions) have improved, however, the levels are still in the negative. Although dental hygiene is traditionally a female dominated profession, more men are applying to the program.

Briefly describe how the issue(s) will be addressed.
The dental hygiene department is utilizing the Student Success Center workshops to intercept student issues with time management and test taking issues, such as the very real possibility of 2-3 tests per week. It is anticipated that intercepting these issues early in the first semester and introducing strategies to help students' prepare before they fall behind, will help facilitate success in individual dental hygiene courses. The dental hygiene department is continuing to actively promote strategies to recruit non-traditional students. Some of these recruitment activities include working with the Pathways Program participating in Senior Preview Day, Career Days and the Dental Hygiene Open House to promote the profession as a viable career option for underrepresented populations. The number of qualified males applying to the program is increasing and more males are entering and completing program.

Final Report Summary:
1. Was the program improvement issue(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 department has found that students who utilize the Student Success Center have a better understanding of the importance of utilizing time management skills. With seven rigorous science orientated courses, managing study time is critical to success in individual courses as well as the program as a whole. It is apparent that students who are struggling with individual courses are not using the management skills taught at the Success Center. So, although students are taught management skills, not all students completely see the need until, perhaps, it is too late. The department will continue to focus on these skills. The department is seeing more and more males applying to the program, however, the number of qualified males has not dramatically increased. The department continues to use recruitment activities to promote the profession of dental hygiene as a viable career option for males.

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: \$13,557

<input type="checkbox"/> Professional Dev. (including stipends)	<input checked="" type="checkbox"/> Instructional Materials Purchase/Replacement (including software)
<input checked="" type="checkbox"/> Instructional Equipment Purchase/Replacement	<input type="checkbox"/> Project Administration
<input type="checkbox"/> Facility rental/lease (off-campus location)	<input type="checkbox"/> Programs/Services for Special Populations
<input type="checkbox"/> Curriculum Development	<input type="checkbox"/> Consultants or Other Contracted Services