

2022-23 Program Review Template

Directions for Lead Writers: Please use this template to complete your Unit's Program Review for this cycle. Instructions for submitting your completed template at the end of the spring semester will be provided in a few weeks. Click [here](#) to view our Glossary of Terms.

Other Resources:

[Program Review Handbook](#)

[Acronym Dictionary](#)

[Resource Link Library](#)

[Mesa 2030](#)

[Program Review Archives](#)

DEI Discussions: as part of your reflection with your unit, a workgroup has developed a Diversity, Equity, Inclusion, and Accessibility Discussion Guide. Please use this in your unit-level discussions as we move toward becoming more diverse, equitable, inclusive, and accessible through intentional and ongoing campus-wide reflections and revisions of policies and practices.

View the guide [here](#). Have reflections or feedback to share? Click [here](#).

<i>Program Information & Executive Summary</i>		
Prompt	Guidance	Program Response

<p>Describe the successes and challenges your unit has faced since the last comprehensive review.</p>		<p>Success: 1. We continue to have a diverse cohort (24–23) students within the program.</p> <p>2. After graduation, every student who wanted a job is working and making a living wage.</p> <p>3. The Community and Wellness Clinic helps provide students with patients to complete their certification exams for the state of California.</p> <p>4. We have made textbooks optional for our program by parting up with the library and reformatting our packets to make them low-cost within our program.</p> <p>Challenges: 1. With only one full-time instructor in the DENA department, it limits the number of students that we are able to admit into the program.</p> <p>2. It limits the hours that the Community and Wellness Clinic is available to the public and Mesa Students.</p>
<p>If applicable, describe any major curricular or service changes your unit has engaged in and the impact of those changes since the last comprehensive review.</p>	<p>Optional</p>	<p>The one big service change is the operation of the Community and Wellness Clinic. This gave students and the neighboring community the opportunity for no-cost dental services that included full-mouth X-rays, coronal polishing, and pit and fissure sealants.</p>
<p>If applicable, describe the impact of any new resources (human, fiscal, etc.) on the unit and/or action plan implementation.</p>	<p>Optional</p>	<p>By having another full-time employee within the DENA department, it would allow us to take an additional 12 students per year and allow the community clinic to be available more days to the Mesa students and neighboring communities.</p>
<p>Please confirm that the department has reviewed the Course Learning Outcomes listed in CurricuNet for each course and verify accuracy.</p>	<p>Select One</p>	<p><input checked="" type="checkbox"/> Reviewed and accurate <input type="checkbox"/> Reviewed not accurate, update in progress <input type="checkbox"/> Reviewed not accurate, need support</p>

<i>Data Reflection</i>		
Prompt	Guidance	Program Response
Describe the trends you see in your program/service area's data.	Instructional Data you may consider: enrollment trends, course & program learning outcomes, Institutional Learning Outcomes, course success and retention rates, degree completion, transfer, employment, labor market analysis, other data relevant to your unit's work	Trends within our program data; enrollment is strong, and students are meeting the learning outcomes and are successful within the program. Retention rates are high from the start to the end of the program. The labor market analysis predicts a 16.5% increase from 2016-2026 for well-trained dental assistants. Industry within San Diego County is feeling the pressure of this shortage. With only a cohort of 24 graduates per year, we are barely able to meet the demand.
	Service/Admin Area Data you may consider - service usage, service access, demand for services, student service/administrative unit outcomes, types of services offered and used, headcount of services usage, trends in reason for service use, other data relevant to your unit's work	
Describe any equity gaps you see in these data. Are there differences and/or patterns observed by demographics (e.g. race/ethnicity, gender, age, etc.)?	Equity gaps refer to disparities in educational outcomes and student success metrics across race/ethnicity, socioeconomic status, gender, and other demographic traits and intersectionalities.	The data shows that the equity gap within the DENA unit is male. This unit is predominantly female.
Describe the discussion(s) that took place about the unit's learning outcomes assessment data.	Department Outcomes Coordinators (DOCs) facilitate a department wide discussion on learning outcomes data each year during "Outcomes Across Campus". DOC's may helpful in supporting this section.	Discussions within the unit takes place at the beginning of the semester and at the end of the semester. This allows for adjustments to be made to the assessments to make sure that the data is accurate and the assessments are equitable.
<i>Practice Reflection</i>		
Prompt	Guidance	Program Response

Describe current practices your unit has engaged in that you believe impact the above data trends and equity gaps.	Items to consider: new actions specifically focused on issues of equity, major curricular changes, professional learning, policy or process changes, data-informed unit dialogue, community outreach.	Continuing community outreach, networking at conferences, working with industry professionals, creating pathways with other high schools, and working with the San Diego Dental Society.
What other factors (internal or external) might also impact the above data trends and equity gaps?	Items to consider: legislative changes, fiscal changes, staffing changes, recruitment, hiring, and retention practices.	The hiring of another full-time faculty member will allow the department to take on more students within the program. This would improve our equity gap with the male gender since we are a lottery system.
<i>Unit Goals and Action Plans</i>		
Prompt	Guidance	Program Response
Unit Goals	Goals should connect to Data and Practice Reflections. Goals should be Specific, Measurable, Attainable, Relevant, and Time-bound.	Goal 1: Building the cliental of the Community and Wellness Clinic. Goal 2: Creating articulations with ROP Dental Assisting Programs within the county. Goal 3: Creating a pathway for credit for prior learners with an emphasis with veterans, and people who Certified Dental Assistants from other states.
Mesa2030 Roadmap Strategic Objective (SO) Alignment	Review Mesa2030 and the Roadmap to Mesa2030 , only link to SO's that your goal clearly and intentionally is meant to contribute to, each goal should link to 1 or more SOs	Goal 1: Building the cliental of the Community and Wellness Clinic. SO: Pathways and Partnership SO: Community Goal 2: Creating articulations with ROP Dental Assisting Programs within the county. SO: Completion SO: Pathways and Partnership Goal 3: Creating a pathway for credit for prior learners with an emphasis with veterans, and people who are Certified Dental Assistants from other states. SO: Completion SO: Pathways and Partnership

<p>Identify specific actions your program/service area will engage in to accomplish this goal.</p>	<p>Examples may include: policy or practice changes; unit initiatives, curricular changes, etc.</p>	<p>Goal 1: Building the cliental of the Community and Wellness Clinic.</p> <ol style="list-style-type: none"> 1. Expanding to more sections to accommodate more students will allow expansion services to clients within the Community and Wellness Clinic. 2. Hiring of a new faculty member to help with the expansion. <p>Goal 2: Creating articulations with ROP Dental Assisting Programs within the county.</p> <ol style="list-style-type: none"> 1. Establishing relationships with directors of different ROP programs in the county to create a pathway for licensure for the RDA or CDA Registered Dental Assistant/Certified Dental Assistant 2. Working with the ROP Dental Assisting Programs curriculum to meet accreditation standards for articulation. <p>Goal 3: Creating a pathway for credit for prior learners with an emphasis with veterans, and people who are Certified Dental Assistants from other states.</p> <ol style="list-style-type: none"> 1. The creation of evaluations and exams for the pathway for credit for prior learning. 2.
<p>Does this Action Plan require resources</p>	<p>if yes, complete resource request form</p>	<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p>Lead Writer and Manager Information</p>		
<p>Lead writer Name(s)</p>	<p>Karen Wait</p>	
<p>Name of Program/Unit</p>	<p>DENA</p>	
<p>Manager Name</p>	<p>Cassandra Storey</p>	
<p>Submission Date of Program Review Draft to Manager for feedback</p>	<p>May 8, 2023</p>	

Submission Date of Program Review
Final Draft to Office of Institutional
Effectiveness

May 16th 2023