

**PIPELINE  
PROFESSION  
& PRACTICE**

**Community-Based  
Dental Education**

# **Disadvantaged Student Recruitment Manual for California Dental Schools**

**May 2008**

## **Recruitment Committee**

### Participating Dental Schools

Loma Linda University (LLU)  
University of California, Los Angeles (UCLA)  
University of California, San Francisco (UCSF)  
University of the Pacific (UoP)  
University of Southern California (USC)

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## **Introduction**

The five dental schools in the State of California have developed a statewide, collaborative recruitment program for the purpose of recruiting students from disadvantaged backgrounds. This activity is a core component of a three-year grant awarded to each school by The California Endowment, "Pipeline, Profession & Practice: Community-Based Dental Education" (Pipeline). This manual was prepared to assist California's five dental schools with the implementation of the recruitment collaborative.

The goal of the program is to increase the number of students from disadvantaged backgrounds enrolled in the freshman classes at California's dental schools from 11 percent at baseline (2007) to 20 percent by 2011. Ultimately, the goal of the effort is to have the student bodies of the five dental schools reflect the ethnic, racial and family income composition of the State of California population. For a detailed discussion of the rationale for this goal, see the Pipeline program Website ([www.dentalpipeline.org](http://www.dentalpipeline.org)).

In the first phase of the Pipeline program (2002 to 2007), the five California dental schools increased disadvantaged student enrollment from five percent of the entering freshman class at baseline to 11 percent in the class matriculating in 2007. This is a significant achievement, and California dental schools now have more disadvantaged students on average than schools in most other states.

"Disadvantaged background" is defined as a student from an environment that has inhibited the individual from obtaining the knowledge, skills and abilities to succeed in a dental school; and/or a student from a family with an annual income below a level based on low-income thresholds according to family size. Many disadvantaged students come from ethnic and racial groups that are underrepresented in the dental profession. In California the underrepresented groups include African Americans, Hispanics, Native Americans and Pacific Islanders, Cambodians, Vietnamese, and Laotians.

## **Program Elements**

The statewide recruitment program consists of seven program elements:

1. Recruitment materials to inform college students from disadvantaged backgrounds and college level pre-professional health advisors about careers in dentistry and the process for applying to dental schools.
2. Two annual regional (northern and southern California) meetings of pre-professional health advisors that all five schools attend and make presentations.
3. Two regional (northern and southern California) summer enrichment programs
4. Two regional (northern and southern California) post-baccalaureate programs.

5. A mentoring program for disadvantaged college students run in partnership with local chapters of the Hispanic Dental Association (HDA), Society for American Indian Dentists (SAID) and the National Dental Association (NDA).
6. The “whole file” review of student applications that take into account life experiences, as well as quantitative measures of academic achievement.
7. Other initiatives that supplement traditional approaches to identifying disadvantaged students interested in dentistry.

## **Administration**

The Pipeline Project Director at each dental school appoints one faculty member to the Recruitment Committee. The Committee appoints one member to serve as chair for a period of two years. At the end of the two-year term, a new chair is appointed by Committee members. The chair’s position rotates among the five California dental schools. Attachment A lists the Committee members and gives their contact information. The current chair of the Recruitment Committee is Dr. Kathy Candito who is the Director of Admissions and Housing at the Arthur Dugoni, Jr. School of Dentistry, University of the Pacific in San Francisco.

The chair is responsible for convening at least two face-to-face meetings of the Committee each year and for holding monthly conference calls. The chair is also responsible for maintaining communications with the Co-Directors of the Pipeline program. The Chair sets the date of conference calls and meetings, develops and distributes meeting agendas, and prepares and distributes meeting and conference call minutes.

The Recruitment Committee develops an annual plan, including specific recruitment goals, planned programmatic activities, and a budget. Schools rotate responsibility for carrying out program components. In-kind contributions, such as faculty and staff time, supplies, and space, are not reimbursable expenses. The allocation of reimbursable expenses is divided equally among the five schools.

The California Pipeline Program Office (CPPO), based at the University of the Pacific, assists the schools in developing and operating the Recruitment Committee. Assistance is in the form of CPPO staff time. The CPPO maintains communications with the American Dental Education Association (ADEA) which serves as a national clearinghouse for information and materials for the recruitment of students from disadvantaged backgrounds. The Pipeline program Co-Directors also meet periodically with stakeholder organizations in California such as, organized dentistry, community groups, state government agencies, etc. that have a vested interest in a diverse dental profession. These meetings are used to share experiences and obtain advice on how to improve recruitment programs.

## **Program Description**

### **1. Recruitment Materials**

Purpose – The material is intended to brand the California Pipeline program as a unique statewide partnership targeted to California college students from disadvantaged backgrounds. All recruitment materials are directed to California undergraduate students and preprofessional health advisors. The materials: (1) target students who are interested in a medical or dental career, (2) encourage pre-professional health advisors to broaden their counseling and guidance information to include dentistry, (3) provide general information about dental school admissions, (4) highlight oral health disparities specific to the State, and (5) give information on each California dental school.

Brochure - An attractive, student friendly, three-panel brochure was designed by a publisher with experience with the target audiences. Spectrum Unlimited, Inc. the publisher of the Journal for Minority Medical Students, Annual Keepsake Guide for Minority Science Students and web writer for the new national health professions Web site ([www.explorehealthcareers.org](http://www.explorehealthcareers.org)), was used for both the original (2003) and updated (2007) brochure.

As seen in Attachment B, the brochure highlights oral health concerns particular to the State of California and includes student profiles and their motivation for pursuing a dental career. Also, the brochure provides information sheets on individual dental school offerings.

Web Site - The National Dental Pipeline Web site includes information on the California recruitment program and a separate Web page aimed at disadvantaged students. The address of the Pipeline Web site is: [www.dentalpipeline.org](http://www.dentalpipeline.org).

Distribution of Materials - The recruitment brochures are distributed following presentations by school admissions, student affairs or outreach officers. The materials are also distributed at student information sessions, college recruitment days and pre-professional health advisor meetings.

Periodic Revisions of Materials - The Recruitment Committee reviews the materials annually to assess their effectiveness, need for revisions and cost of reproduction.

### **2. Pre-Professional Health Advisors**

Definition and Purpose - Pre-professional health advisors (PHA) at feeder institutions play a critical role in encouraging students from disadvantaged backgrounds to apply to dental school. Some advisors are not familiar with the dental school application process or with the many rewards of a dental career. To address this problem, two host dental schools are selected annually to manage a meeting for the PHAs. This includes contacting PHAs and making local arrangements (e.g., directions, parking, food, and program). An example of a letter of invitation to attend a meeting of PHAs at one of the dental schools is seen in Attachment C.

PHA Host School - The PHA meetings rotate among dental schools in northern and southern California, and annually, a host northern and southern school is selected. The host schools change each year, so that over a two or three year period all five dental schools host a PHA meeting. Each PHA meeting is attended by all five dental schools.

Program Organization and Content - The organization and content of the meetings are planned initially by the host school, and then agreed upon by the other dental schools. The day consists of mini-lectures, a “hands-on” activity, a panel discussion including current dental students, and a tour of the host dental school. Meals are provided. A model program agenda is seen in Attachment D.

Program Budget - The budget for the day’s program includes expenses for food for the advisors and other participants, parking, printed materials, mailing and supplies for the “hands-on” activity (i.e. plastic teeth). Since each school will have these expenses every other year, the host school covers all program costs.

Assessment of PHA Program Effectiveness - At the conclusion of each PHA program, participants are asked to complete a satisfaction survey instrument. The results of the surveys are distributed to the five schools and discussed. In addition to the data from the surveys, schools may recommend changes in program organization and content based on their participation in the program and discussions with advisors and dental students. An example of a satisfaction survey instrument is seen in Attachment E.

Periodic Revision of PHA Program - Based upon the surveys after each program, adjustments are made to the program periodically to maximize its effectiveness.

### **3. Summer Enrichment Program**

Definition – This six to eight week program is designed to strengthen the academic qualifications of disadvantaged college students interested in dentistry. The program emphasizes “gateway science courses” such as chemistry, biology and physics. Successful participants are expected to improve their candidacy for dental school and to increase their ability to succeed once accepted.

Northern California - In northern California, the summer enrichment program is based at San Francisco State University and is under the direction of Professor Barry Rothman. Called the “Summer Science Institute,” it is operated in partnership with the University of the Pacific and UCSF dental schools. The Institute takes college students who have completed their freshmen, sophomore, or junior years and who have an interest in dentistry, medicine and pharmacy. About five of the 25 positions available each year are for students interested in dentistry.

The primary objective of the program is to strengthen the basic science qualifications of undergraduates from disadvantaged backgrounds. The program is non-

residential and runs for eight weeks, starting the last week of June. Science courses are taken at San Francisco University, and health professional experiences take place at the University of the Pacific and UCSF dental schools. Faculty from these two dental schools are guest speakers at the Summer Science Institute.

The cost of the program is subsidized by a grant from The California Endowment and from in-kind contributions from the participating organizations. Each participant receives a stipend of \$1,500 to cover tuition and course fees and living expenses.

Courses and other activities are in the morning so participating students can attend to other family and work responsibilities in the afternoon and weekends. A detailed program description and application form are available at:  
<http://www.thefong.com/SSI/apply.html>

Southern California - In southern California, the UCLA Schools of Medicine and Dentistry run the Summer Medical Dental Enrichment Program (SMDEP). Funded by the Robert Wood Johnson Foundation and part of the national program (12 medical/dental schools), the UCLA program takes 60 college students each year to participate in a residential, six week enrichment program. The group includes 20 students interested in dentistry and 40 students interested in medicine. Most students are freshman and sophomores and enrolled in community colleges. The program targets educationally and financially disadvantaged freshman and sophomore students. The entrance requirements include:

- Currently enrolled as a freshman or sophomore in college.
- Minimum overall GPA of 3.0, with 2.75 in the sciences.
- U.S. citizen or permanent resident.
- Combined verbal and math SAT score of at least 950 or ACT score of at least 20.
- Racially/ethnically underrepresented (in medicine and dentistry) background.
- Economically or educationally disadvantaged background.
- Demonstrated interest in issues affecting underserved populations.
- A local and/or regional residency.

Through a research project, problem-based learning cases, lectures, clinical experiences, and small-group discussions, students improve their learning skills and increase their science knowledge. In addition, they examine health-care issues in medically underserved communities. On completing the six-week program, students are more aware of the types of health professions needed in medically underserved communities and the educational pathways that lead to those professions.

The program provides students a room in a UCLA dormitory, two meals a day in the residence dining hall, and a small stipend. Travel assistance and health insurance are not available.

A detailed description of the UCLA SMDEP program is available through these websites: UCLA, <http://www.smdep.org/progsites/ucla.htm> , the American Dental Education Association, <http://www.adea.org/> and the Robert Wood Johnson Foundation, <http://www.rwjf.org/> . The application process is centralized, and applications are available at the ADEA website.

Loma Linda and the University of Southern California do not run summer enrichment programs.

#### **4. Post-Baccalaureate (PB) Program**

Definition - The PB program is designed to assist college graduates from disadvantaged backgrounds gain acceptance to dental school. The PB program strengthens the applicants' academic background, focusing on science courses and DAT preparation. Most PB students have applied to dental school but were not accepted. Others may not have applied, because of low grades and/or lack of required courses.

PB in Northern California - The PB program in northern California is run by San Francisco State University in collaboration with the northern dental schools, University of the Pacific and UCSF. The three schools work together to identify, recruit and educate students interested in applying to dental school. The program accepts a minimum of 13 disadvantaged students each year and a smaller number of advantaged students. The key entrance requirements include:

- Graduation from a four year accredited institution of higher learning.
- A final GPA of 2.5 or above.
- A minimum Dental Aptitude Test (DAT) average score of 14.
- Documented evidence of a disadvantaged background.

The program is for 12 months, but some students take longer. The program starts in June. The summer component stresses learning skills, core science material (chemistry, biology, physics etc.) and personal development. The DAT is taken at the end of the summer. During the academic year, PB students are enrolled in rigorous upper division life sciences courses. Students are expected to maintain an academic average of at least 3.0. In addition, participants have regular contact with dental school faculty preceptors and become familiar with the dental school. PB program staff work with each student to assist with their application to dental school, the development of a personal statement on their disadvantaged background, selection of dental schools, and interview skills. Disadvantaged students can expect reductions in tuition, DAT fees, dental school application fees, and access to subsidized and unsubsidized loans. A detailed program description and application are available at: <http://online.sfsu.edu/~brothman/DentPBP.pdf>

#### PB in Southern California -

The PB in southern California is a collaborative program with UCLA, USC and Loma Linda and is ten months in duration. Students attend a summer enrichment program



run jointly by UCLA, USC and Loma Linda and then spend the remaining 9-months of the program at one of the three dental schools. A minimum of 15 students participate in the PB program.

Starting in late July, PB students take a two week residential “Dental Explorers” program at USC using a problem-based format. Then, students spend a residential week at UCLA participating in formal courses on dentures and perception skills (manual dexterity) and in seminars on the dental specialties. The program concludes at Loma Linda, where students have a dental morphology course and a psychology seminar.

After the summer program, each group of students returns to their respective institutions and take upper division courses in the basic medical sciences and dentistry. Students also have the opportunity to participate in clinical activities, research, and volunteer experiences to strengthen their applications. Students take a DAT Prep course and receive assistance in the development of their dental school applications.

All courses, books, instruments and registration fee's for conferences are provided by the PB program, and quarterly stipends are available to cover some living expenses. Students are eligible for financial aid.

PB Effectiveness - The program's effectiveness is measured by the number of PB students who complete the program and are subsequently admitted into dental school. Based on data from the past five years, from 70 to 80 percent of students enroll in dental school. The record shows that almost all of these students complete dental school.

Periodic Revision of PB - The PB is reviewed annually or as needed.

## **5. Mentoring Program (Pending Approval and Funding)**

Definition - Mentoring is a voluntary and reciprocal interpersonal relationship in which an individual with acknowledged experience shares his or her experience and learning with another less experienced person. These relationships are usually long-term and are based on trust and mutual respect. Mentoring is distinguished from advising, which is a more formal relationship that is often assigned and focused on the individual's professional and career development. Advising is usually limited within a specific timeframe and is “one way”- that is, one person provides information and/or assistance to another.

An effective mentor counsels, advises, supports, promotes and listens to an individual. A good mentor provides information and warnings, assigns challenging tasks, makes preparation to handle more difficult tasks, identifies strengths and weaknesses, takes students to meetings and events, and serves as an advocate. Mentors also communicate openly by asking for student input, by giving sincere, honest, clear and timely feedback and advice, and by providing guidance.

Program Goals and Objectives - The goal of the mentorship program is to increase the enrollment of disadvantaged students in the five California dental schools. In quantitative terms, the expectation is that 50 percent or more of mentored students will enroll in dental school.

The specific objectives are:

1. Identify a total of 50 or more Underrepresented Minority (URM) dentists from the NDA, HDA, and SAID who are interested in serving as mentors.
2. Develop and implement a training program to familiarize these dentists with the role of a mentor.
3. Make URM college students with an interest in the health professions aware of the dental mentoring program.
4. Select 20 students each year to participate in the mentorship program.
5. Evaluate the effectiveness of the mentorship program.

Mentorship Program -

Mentors - The NDA, HDA, and SAID identify members of their organizations who want to mentor college students interested in pursuing dental careers. Most mentors are active practitioners and located in reasonable proximity to the major California private and public universities and colleges. About 15 to 20 new mentors are needed each year.

To prepare mentors for their roles, the Pipeline Program Office organizes two regional, one-day training programs for mentors. In addition, mentors are sent videos and other instructional materials on mentoring students.

The program office also makes available to mentors experienced consultants who run mentoring programs in other health professions. They are available by phone to provide mentors advice on how to deal with specific issues with their students.

Students— URM students who are full-time students in any California four year, accredited private or public university are eligible to participate in the program. Program information is available on multiple Websites (e.g., Pipeline program, dental schools, minority dental organizations), and program information is sent to preprofessional health advisors, campus minority social organizations etc.

Potential participants must have completed their first year of college, so most mentees are sophomore or junior college students. Students in their senior year are not eligible to begin the program. Seniors can participate, if they joined the program as sophomores or juniors.

College students interested in participating in the program complete a brief application which they return to the mentor program administration office at USC. An Admissions Committee reviews applications and selects students. The Admissions Committee meets by phone.

Mentor/Student Activities - The activities of individual mentors and students vary greatly, depending on specific interests, time commitments etc. However, there are some basic expectations for a successful mentor/student relationship.

- Mentors and students should meet at least quarterly and be in contact by phone at least once every month.
- Mentors should invite students to visit their practices and to “shadow” them as they treat patients and supervise staff.
- Mentors may want to offer students summer or part-time after school employment in their practices.
- Mentors should arrange for students to attend local majority and minority dental society meetings.
- Mentors and students should attend the annual regional mentoring program meeting, sponsored by the Pipeline Program Office.

#### Organization Roles -

##### Dental Schools:

- Organize a southern and northern regional meeting of mentors and their students. The meeting will be for one day and will include both scientific sessions and social activities. The day will include student tours of the dental school and opportunities to meet with students, faculty, and administrators.
- Enroll some students in summer enrichment programs, research projects, and other dental school activities.
- Reduce the cost of dental school sponsored continuing education courses for mentors. All schools run continuing education programs for area dentists. Participants are charged fees that run from \$200 to \$1,000 per day. On a space available basis, these courses will be open to mentors at a reduced fee.

##### NDA, HDA, SAID:

- Identify and recruit members of their organization to serve as mentors. Initially, this will be done from the national offices of the organizations. Later, the NDA and HDA may develop California offices and run the mentoring program from these offices. The SAID will run its program from the office of a California member.
- Organize at least one dental society meeting per year that is designed to be attractive and relevant to the interests of mentors and their students.
- Appoint members to the Mentorship Program Admission’s Committee.
- Appoint members to the Mentorship Program Steering Committee.

##### California Pipeline Office:

- Take responsibility for the overall management of the Mentorship Program.
- Develop and run two regional one day programs to prepare mentors for their role.
- Employ a person to manage the Mentorship Program.

- Disseminate information on the Mentorship Program to colleges and students.
- Administer student applications to the Mentorship Program.
- Convene the Admission Committee by phone to select mentees.
- Convene the Steering Committee as needed.
- Arrange for mentors and their students to make their initial contact.
- Offer students technical information on admission processes that are not available to mentors.
- Monitor the performance of mentors and report to the Steering Committee.
- Provide mentors access to expert mentor consultants.

Program Administration - The Mentorship program is administered from the USC office of Sandra Bolivar, the Pipeline Program Co-Director. The staff employed on the project is located at USC and report to Ms. Bolivar. A Mentoring Program Steering Committee is appointed and includes two representatives from the dental schools and three from the minority dental associations for a total of five people. Sandra Bolivar is an ex officio member of the Steering Committee. The Committee convenes quarterly by phone and meets once each year at the annual California Pipeline meeting. The USC office also appoints and manages the Mentoring Program Admissions Committee.

Staffing – The Mentoring program is managed by a part-time staff person with at least a bachelor’s degree and experience in URM student recruitment programs. This person is located at USC and reports to Sandra Bolivar.

Time Schedule – Support for the Mentorship Program is now pending. If funded, it is expected to begin September of 2008.

## **6. Whole File Review of Applications**

In the past, most dental schools evaluated applicants primarily based on their college grade point average and DAT scores. Very little, if any, emphasis was placed on the applicants’ educational, financial, and family histories and the personal challenges applicants had to overcome to obtain an education. This system led to matriculation of a homogeneous class of students from upper middle class backgrounds who had high GPAs and DAT scores.

There is a large and convincing educational literature that this approach to recruitment has significant limitations. Specifically, variation in student life experiences, gender, race, community service and other factors benefits the entire class and results in a class better prepared to meet the oral health needs of the entire community. The consideration of qualitative factors associated with students’ personal life histories as well as quantitative scores is known as the “whole file review” of applicants.

All the California dental schools now use the whole file review of applicants. This section presents a brief overview of the whole file review process. It was adapted from the College Board Admission Guidelines on Individual (Whole File) Review. "Some combination of academic and personal qualities is identified to aid in evaluating an application. Academic credentials are given the greatest weight, but personal factors are also considered. Although each institution defines personal factors differently, some of the more common qualities are leadership, contributions to community, intellectual curiosity, special talents, life experiences, personal circumstances, and other background variables such as socioeconomic status, racial/ethnic status and gender. Whole file review does not mean that unqualified students gain admission at the expense of other more highly qualified students. The fact is that most applicants to competitive institutions have adequate academic credentials. Schools select students to shape their incoming classes in ways that are consistent with the institutions' mission and goals. Schools want students with different backgrounds and experiences and different strengths and talents. That is why some of the most outstanding applicants are accepted at some highly competitive schools, but denied at others. In sum "whole file review" means evaluating all of the available information about an applicant including both objective and subjective elements."

## **7. Other Initiatives**

Disadvantaged students may be unfamiliar or uncomfortable with conventional college advisement processes. Often these students are part-time and older, have changed careers or are in remediation. Campus PHAs may not know these students, so they do not benefit from traditional outreach efforts. To address this issue, additional recruitment activities are targeted to science faculty, campus-based social and special interest clubs, and off-campus fraternal, civic, community and religious organizations.

Science faculty who provide letters of evaluation for applicants regularly receive information on careers in dentistry. In addition, they are encouraged to refer promising disadvantaged students to admissions officers at the five schools.

University Web sites are searched to identify on-campus clubs that target disadvantaged students interested in the health professions. Examples include the Chemistry Club, the Black Women's Caucus, the Biological Science Honors Society, Chicanos for Health Education, etc. Examples of off-campus groups are local chapters of Greek sororities and fraternities, the 100 Black Men, and local churches. In addition to Web sites, contact with these groups can be made through dental school faculty, staff, and students. Once identified, schools are encouraged to establish relationships with these groups.

## Attachment A

### Members of the California Regional Recruitment Committee

#### Program Office Leader

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#### Committee Members

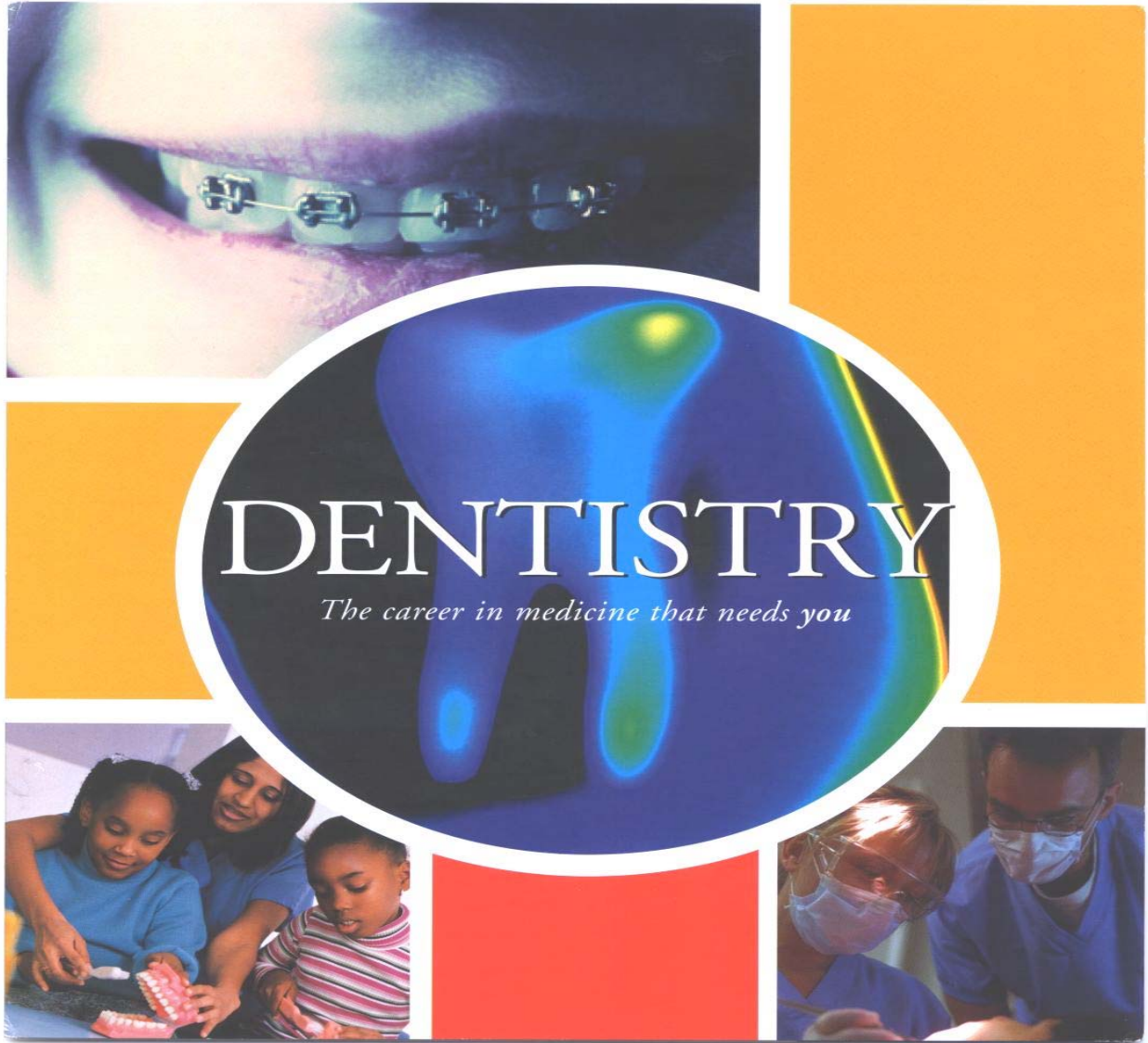
Marjorie Arnett, LLU  
James Betbeze, UCSF  
Ashley Etherton, USC  
Will Gary, USC  
Fred Kasischke, LLU\*  
Mary Lynch, UoP  
Marvin Marcus, UCLA\*  
Dorothy Perry, UCSF\*  
Marlise Perry, LLU  
Barry Rothman, SFSU\*

#### Ex Officio Members

Howard Bailit  
Ignatius Bau  
Paul Glassman  
George Zamora

\*Indicates designated school representative

**Attachment B**  
**Recruitment Brochure Designed to Attract Students from Disadvantaged**  
**Backgrounds in California into a Career in Dentistry**



**Attachment C**  
**Draft Letter to Pre-Professional Health Advisor**

September 2008

Dear Colleague (or specific name of Pre-Professional Health Advisor):

The five dental schools in the State of California have put together the California Regional Recruitment Program to recruit talented students, particularly those from disadvantaged backgrounds, to remain in the state to complete their dental education. The program is designed to address the lack of diversity in the dental profession, develop culturally sensitive oral health professionals, and extend high quality dental services to underserved urban and rural communities in the State. The program is funded by a grant from The California Endowment and The Robert Wood Johnson Foundations.

Only 8% of California dentists are from African American, Hispanic/Latino, or Native American communities when these groups constitute 40% of California's population. Furthermore, the Surgeon General's Report on the Oral Health of the Nation (May 2000) cites "There is a silent epidemic of oral disease affecting poor children, the elderly and many members of racial and ethnic minorities." We know from the American Dental Education Association Survey of Senior Dental Students that minority students plan to practice in minority communities at significantly higher percentages. We also know there are students who have a strong desire to practice in an underserved community and are interested in attending one of the five California dental schools. We are interested in meeting and sharing more information with them. We would like to ask for your assistance in addressing this issue by utilizing your institution as a feeder school. Please refer to the enclosed brochure to become more familiar with efforts.

We would like an opportunity to meet with you and to share more information about how we can work together on this important effort. Please contact me at your earliest convenience to discuss a date that we can get together. I can be contacted at **(your telephone number/e-mail address)**. We wish you the best in the coming academic year and look forward to talking with you soon.

Sincerely,

Your name

Title

**(Note:** enclose a business card with your letter)

Enclosures

Brochure

Business card



**Attachment D**  
**Model Program for Preprofessional Health Advisors Meeting**

**UCLA School of Dentistry**

**College Pre-Health Career Advisors Day**  
**“Recruitment of Students from Underserved Communities”**

**Sponsored by the California dental schools:**  
**Loma Linda, Pacific, UCLA, UCSF, USC**  
**The California Endowment Dental Pipeline Grant**

**Program:**

8:00 AM - 8:15 AM	Registration, coffee and continental breakfast.
8:15 AM - 8:30 AM	Welcome and introductions. <b>(Beech/Sanders, UCLA)</b>
8:30 AM – 9:00 AM	The California Dental Pipeline Project; and why it is important to recruit students from underserved communities. <b>(Alexander, UCSF)</b>
9:00 AM - 9:30 AM	Community dentistry in low-income, underserved communities. <b>(Marcus/Yamamoto, UCLA)</b>
9:30 AM - 10:00 AM	What is new and exciting in dentistry? <b>(Yarborough, UOP)</b>
10:00 AM -10:15 AM	BREAK
10:15 AM -10:45 AM	What are the college prerequisites? What is the DAT? The Admissions Process /AADSAS. Application. Extracurricular activities: dental experience, community service, research, work. <b>(Bolivar, USC)</b>
10:45 AM -11:15 AM	How can we help students from disadvantaged and underrepresented backgrounds study dentistry? <b>(Forde/Kasischke, Loma Linda)</b>
11:15 AM – Noon	Panel Discussion (5 dental schools).
Noon - 1:00 PM	Buffet lunch with dental students.
1:00 PM - 2:00 PM	Tour of UCLA School of Dentistry.

**Attachment E  
Pre-Professional Health Advisors Program Model Satisfaction Survey**

**Advisors Day Survey  
Friday, April 6, 2007**

How would you rate the **quality** of the day? Circle the number that best represents your experience.

	<b>Poor</b>	<b>Fair</b>	<b>Good</b>	<b>Very Good</b>	<b>Excellent</b>
The California Pipeline Presentation – with Dr. Paul Subar	1	2	3	4	5
The Admissions/Application Process – with Ms. Eva Yen and Mr. James Betbeze	1	2	3	4	5
Post Bac Program Panel – Dr. Fred Kasischke, Dr. Aaron Shearer & Dr. Barry Rothman	1	2	3	4	5
Cost of Dental Education – Mr. Marco Castellanos	1	2	3	4	5
Hands-on Experience	1	2	3	4	5
Student Panel Discussion	1	2	3	4	5
Tour of the Dental School	1	2	3	4	5

What information provided during the day was the **most important** to you? Circle the number that best represents your experience of each (1 least important; 5 most important).

	<b>Least</b>				<b>Most</b>
The California Pipeline Presentation – with Dr. Paul Subar	1	2	3	4	5
The Admissions/Application Process – with Ms. Eva Yen and Mr. James Betbeze	1	2	3	4	5
Post Bac Program Panel – Dr. Fred Kasischke, Dr. Aaron Shearer Dr. Barry Rothman	1	2	3	4	5
Cost of Dental Education – Mr. Marco Castellanos	1	2	3	4	5
Hands-on Experience	1	2	3	4	5
Student Panel Discussion	1	2	3	4	5
Tour of the Dental School	1	2	3	4	5

What Information/Activity was **not** provided, that would have been useful/helpful?

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