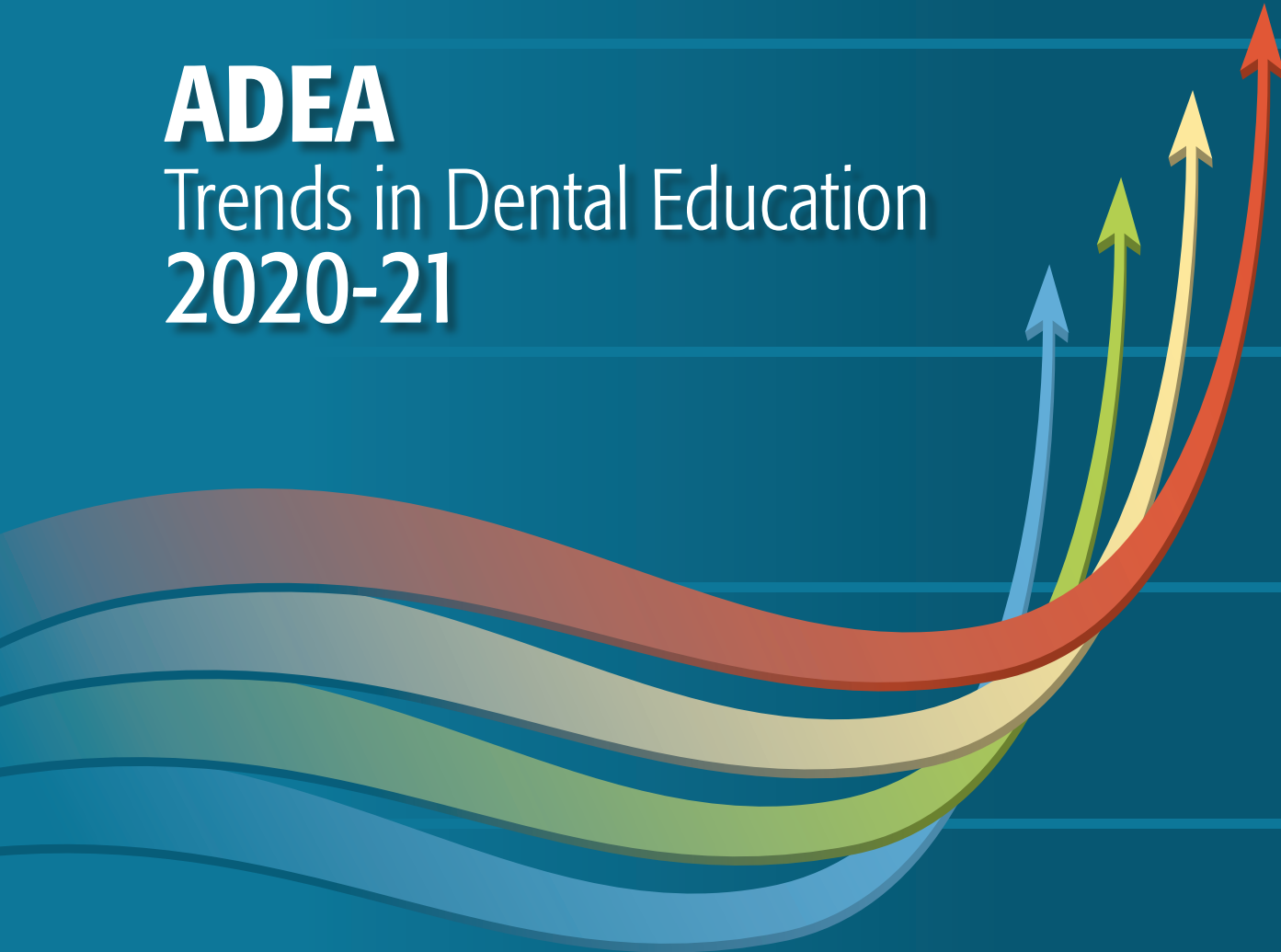


ADEA

Trends in Dental Education 2020-21





Introduction

The American Dental Education Association (ADEA) is The Voice of Dental Education.

Its members include all 78 U.S. and Canadian dental schools, more than 800 allied and advanced dental education programs, more than 50 corporations and approximately 18,000 individuals. The mission of ADEA is to lead and support the health professions community in preparing future-ready oral health professionals.

ADEA is committed to conducting research into contemporary and emerging issues that impact decisions in the dental education and policy-making communities. Each year, ADEA collects data on topics of particular interest to dental school deans, program directors, faculty, students, residents and fellows. The resulting *ADEA Trends in Dental Education* presents findings on discrete subject areas to help the ADEA membership and other stakeholders better understand the academic dental profession and its role in health and health care.

The information in this report is taken from data compiled by ADEA, the American Dental Association and other sources. Electronic versions of this publication are available for download at: adea.org/DentEdTrends

American Dental Education Association

655 K Street, NW, Suite 800
Washington, DC 20001
202-289-7201



Table of Contents

1 ADEA Is The Voice of Dental Education

2 The Impact of a Global Pandemic on Dental Students' Professional Plans

3 More Students Decide Before College to Pursue Careers in Dentistry

4 Top Five Reasons to Choose a Dental School

5 First-year Enrollments Vary by Dental Profession

6 First-year Enrollments in Predoctoral Dental Programs Increase While Number of Applicants Declines

7 Diversity Increases Among Applicants and First-year Enrollments

8 Women Make up Majority of First-year Predoctoral and Allied Dental Students

9 The Share of Women Faculty in Academic Dentistry Grows Slightly

10 Diversity in Academic Dental Faculty Progressing Slowly

11 Graduation Trends Vary Across Accredited Dental Education Programs

12 More Dental School Graduates Are Pursuing Advanced Education

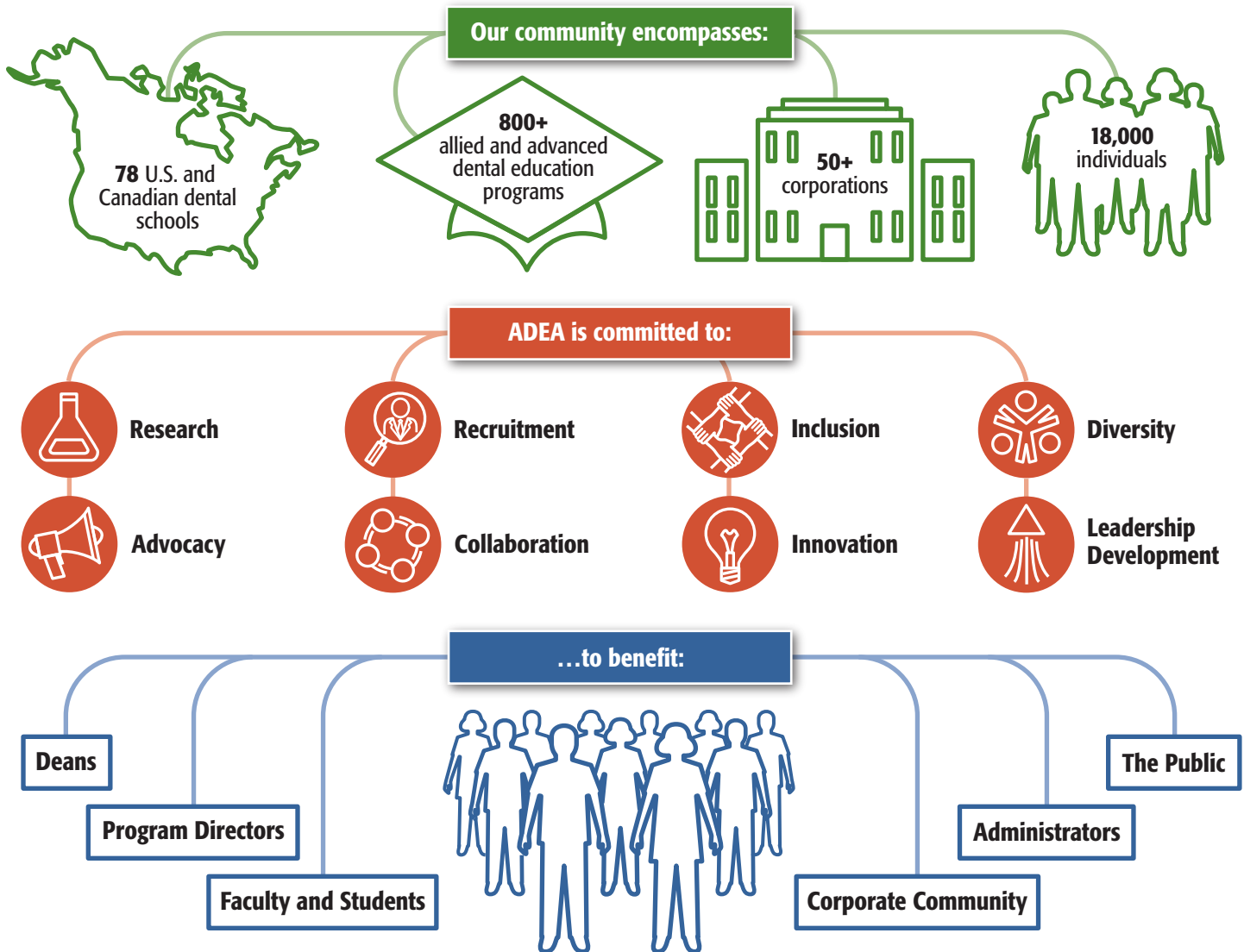
13 Applications to Accredited Advanced Dental Education Programs Are Increasing

14 Dental Students Are Using More Grants and Scholarships to Fund Dental School

15 A Career in the Dental Professions Is Rewarding

ADEA Is The Voice of Dental Education

ADEA's vision is a well-prepared and diverse oral health workforce improving the health of all individuals and communities. We lead and support the health professions community in preparing future-ready oral health professionals.

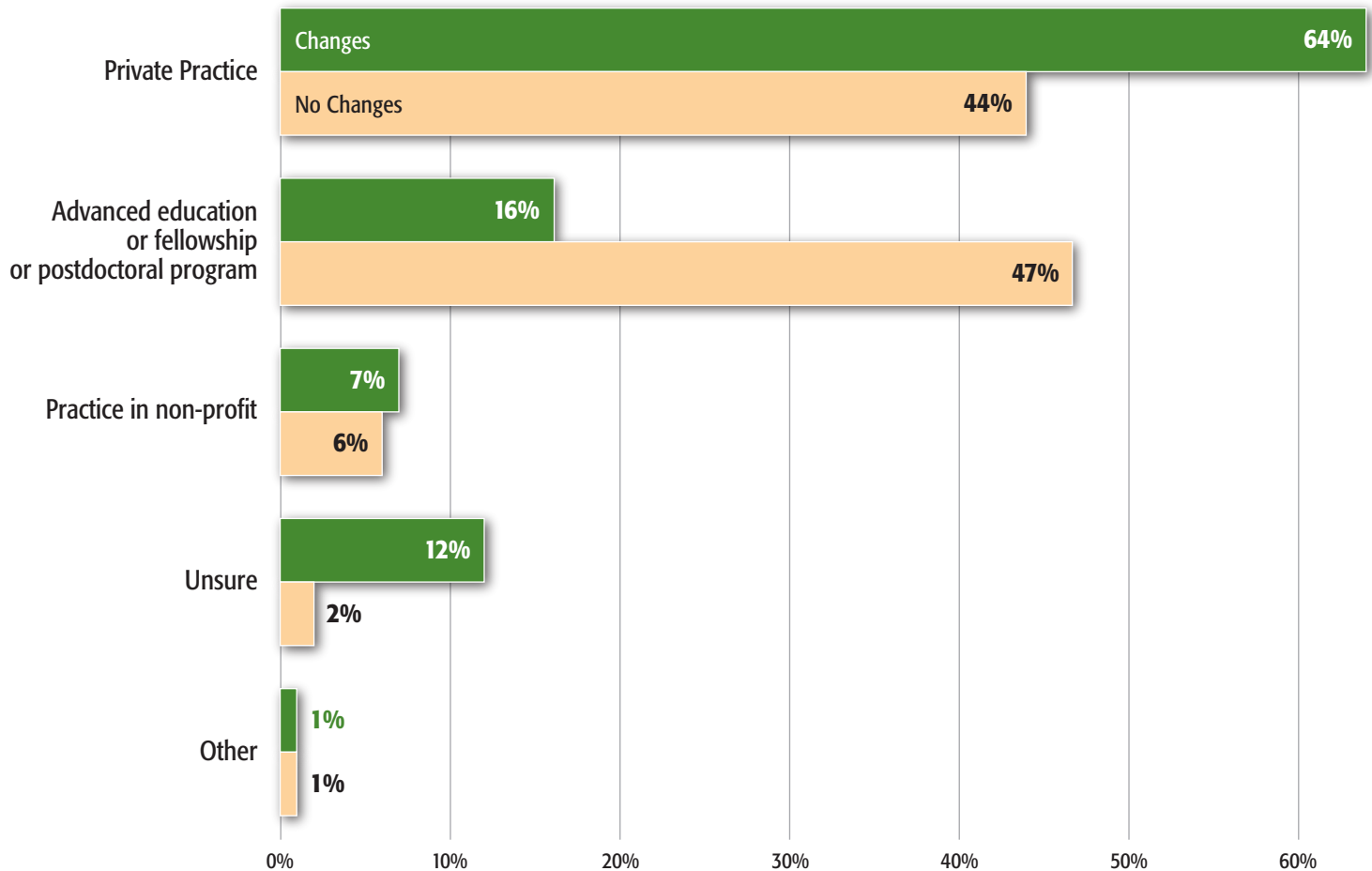


The Impact of a Global Pandemic on Dental Students' Professional Plans



2020 was an unusual year. On March 11, 2020, the World Health Organization declared the novel coronavirus disease, COVID-19, a pandemic. Two days later, the United States declared a national emergency. In these uncertain times, dental education institutions stood steady in their mission to prepare the next generation of oral health professionals. When questioned about whether the pandemic influenced their plans, almost two thirds of seniors in the Class of 2020 who reported changes to their immediate post-graduation plans intended to go into private practice (changes could be within a category or to another category).

Percent of 2020 Respondents by Plans Upon Graduation and Changes to Professional Plans due to the COVID-19 Pandemic



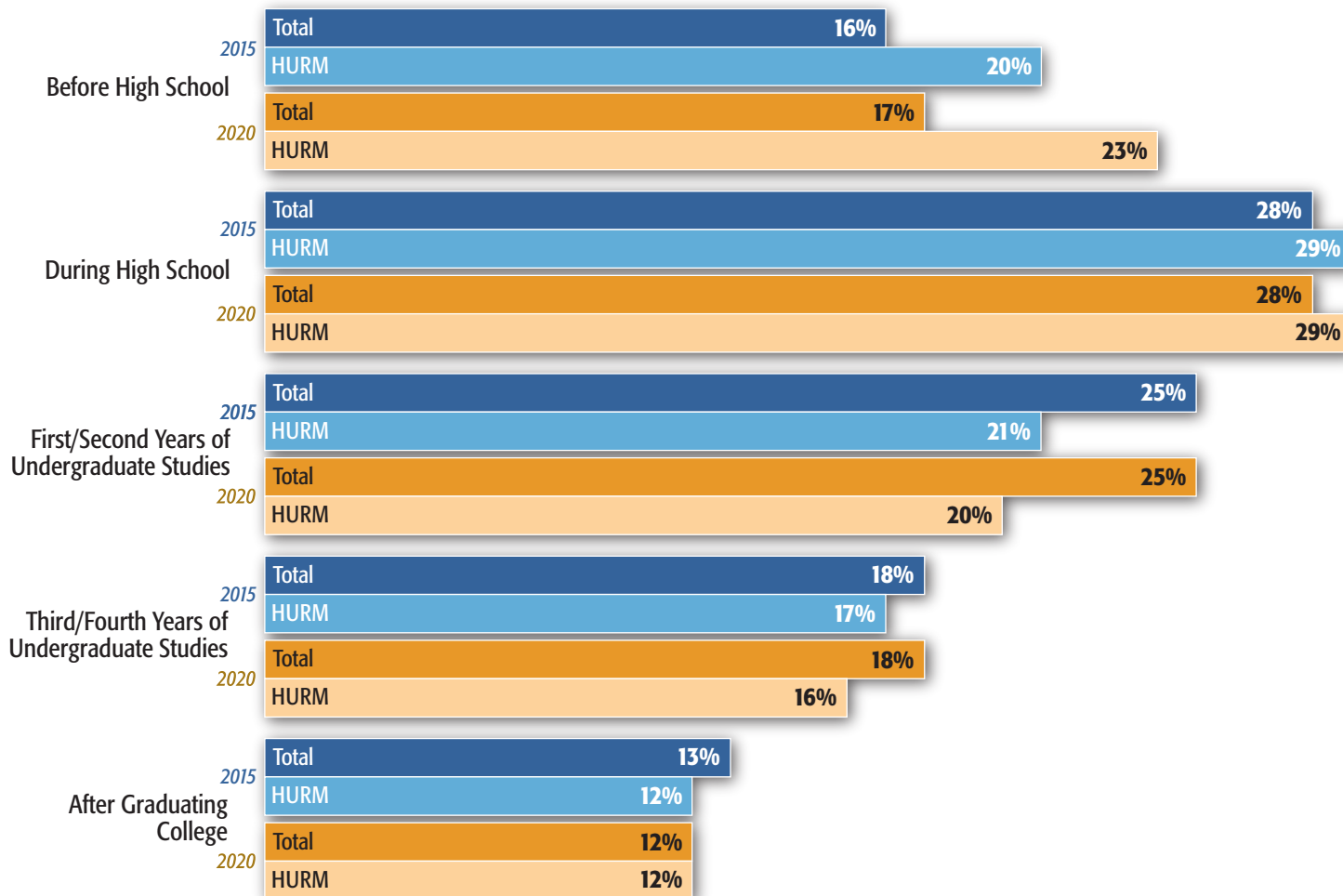
Note: "Other" category includes plans to teach in a dental program, other position in dentistry or a position not related to dentistry.
 Source: American Dental Education Association, Survey of U.S. Dental School Seniors, 2020 Graduating Class.

More Students Decide Before College to Pursue Careers in Dentistry



Almost half of the predoctoral senior students in the Class of 2020 who responded to the ADEA Survey of U.S. Dental School Seniors decided to become a dentist before going to college, more than in 2015. Historically underrepresented and marginalized (HURM) graduating students are even more likely to decide early to go to dental school. College was decision time for a future career in dentistry for a smaller proportion of students than those deciding before college.

Percent of Respondents by Timing of Decision to Pursue a Career in Dentistry, Total and HURM, 2015 and 2020



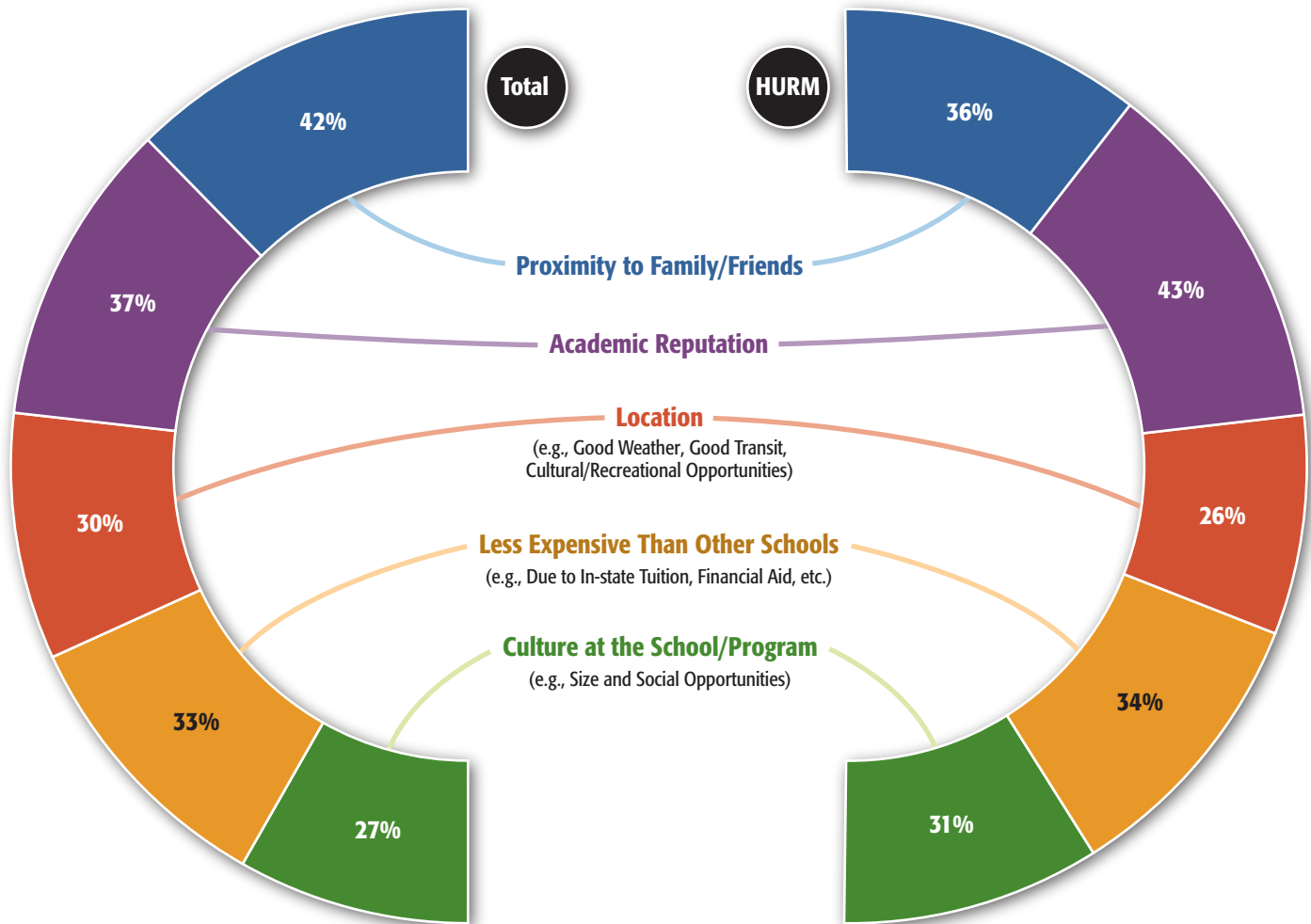
Note: HURM students include the following four race and ethnicity categories: African American, Hispanic or Latino, American Indian or Alaska Native, and Native Hawaiian or Other Pacific Islander. These four race and ethnicity categories are defined by the U.S. Department of Education for reporting data from higher education institutions.
Source: American Dental Education Association, Surveys of U.S. Dental School Seniors, 2015 and 2020 Graduating Classes.

Top Five Reasons to Choose a Dental School

Either being close to family and friends or in a place with good weather, good transit and cultural/recreational opportunities, dental school location features prominently among the top three reasons predoctoral students choose a specific institution. Academic reputation is cited as a choice factor more often by historically underrepresented and marginalized (HURM) predoctoral senior students.



Percent of Respondents Indicating the Reason as One of Their Top Three Selection Criteria, Total and HURM Students, 2020



Note: HURM students include the following four race and ethnicity categories: African American, Hispanic or Latino, American Indian or Alaska Native, and Native Hawaiian or Other Pacific Islander. These four race and ethnicity categories are defined by the U.S. Department of Education for reporting data from higher education institutions. Percentages add to more than 100% because respondents could select more than one answer choice.

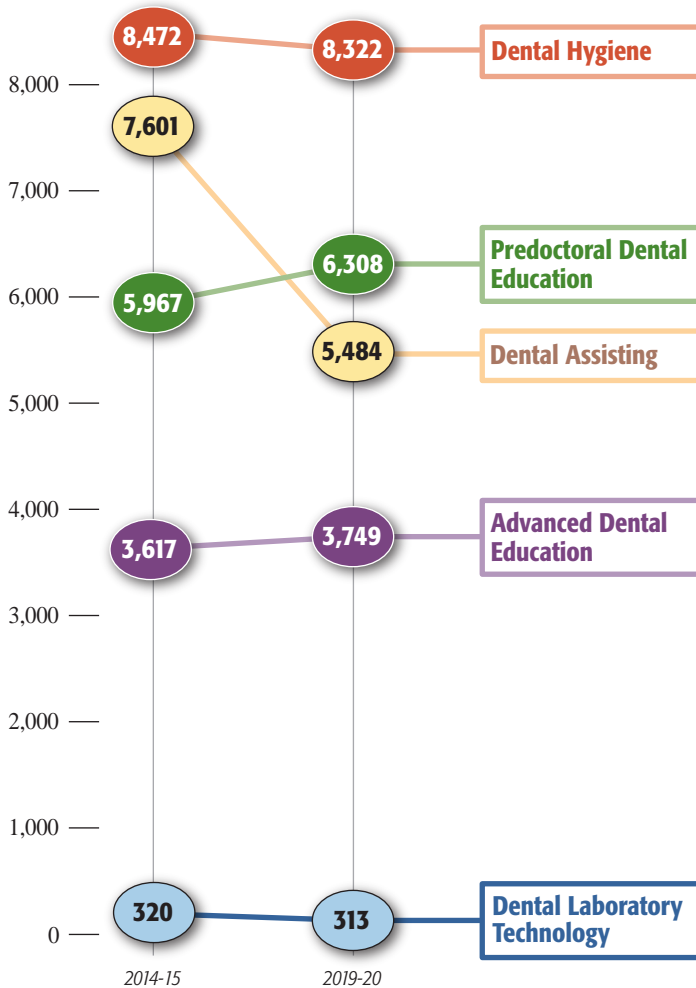
Source: American Dental Education Association, Survey of U.S. Dental School Seniors, 2020 Graduating Class.

First-year Enrollments Vary by Dental Profession

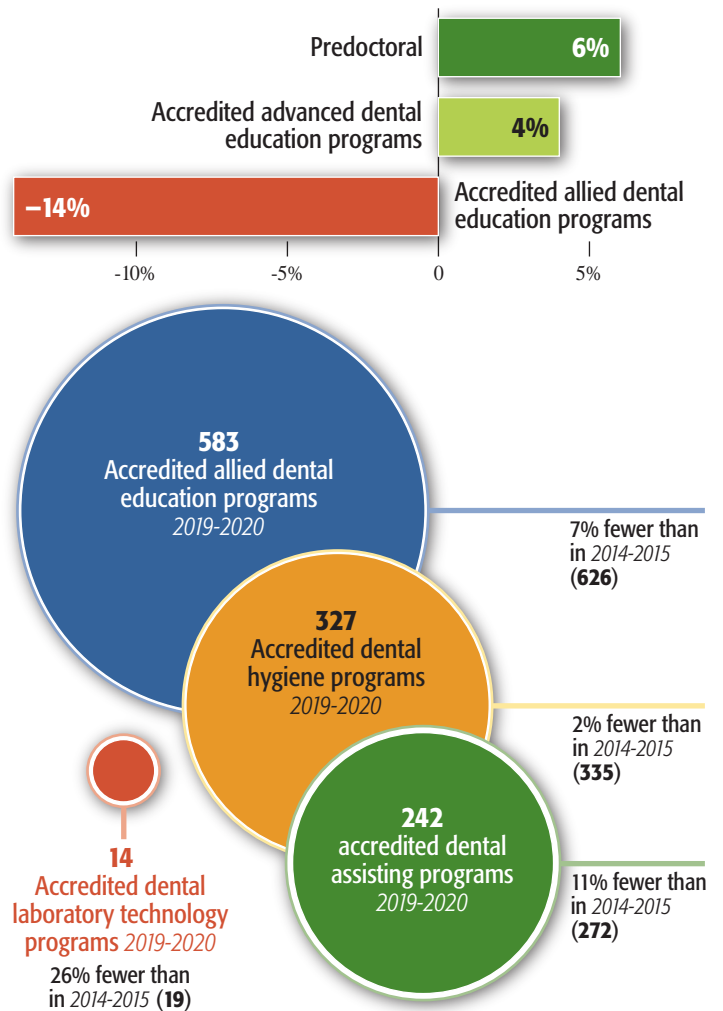
Accredited predoctoral dental programs and advanced dental education programs have seen an increase in their first-year classes between 2014 and 2019. During the same period, the number of first-time enrollees at accredited allied dental education programs declined during the same period, mainly because of the drop in the number of accredited dental assisting programs and dental laboratory technology programs.



Number of First-year Enrollees by Type of Dental Education
2014-2019 Entering Classes



5-year enrollment trend, 2014-2019



Notes: First-year enrollment for predoctoral students does not include repeaters. The American Dental Association does not specify if the first-year enrollment in allied dental education programs and advanced dental education programs represents only first-time enrollees or includes repeaters. A dental therapy program was accredited in October 2020.

Source: Analysis of American Dental Association, Health Policy Institute, Surveys of Dental Education, Survey of Advanced Dental Education, Surveys of Dental Hygiene Education Programs, Surveys of Dental Assisting Education Programs, Survey of Dental Laboratory Technology Education Programs, 2014-15 to 2019-20.

First-year Enrollments in Predoctoral Dental Programs Increase While Number of Applicants Declines



First-time, first-year enrollment increased steadily between 2014 and 2019. Meanwhile, the number of applicants to predoctoral dental schools declined by 5% during the same period. As a result, the applicant to first-time, first-year enrollee ratio reached 1.79 in 2019, a level not seen since the 2000s.



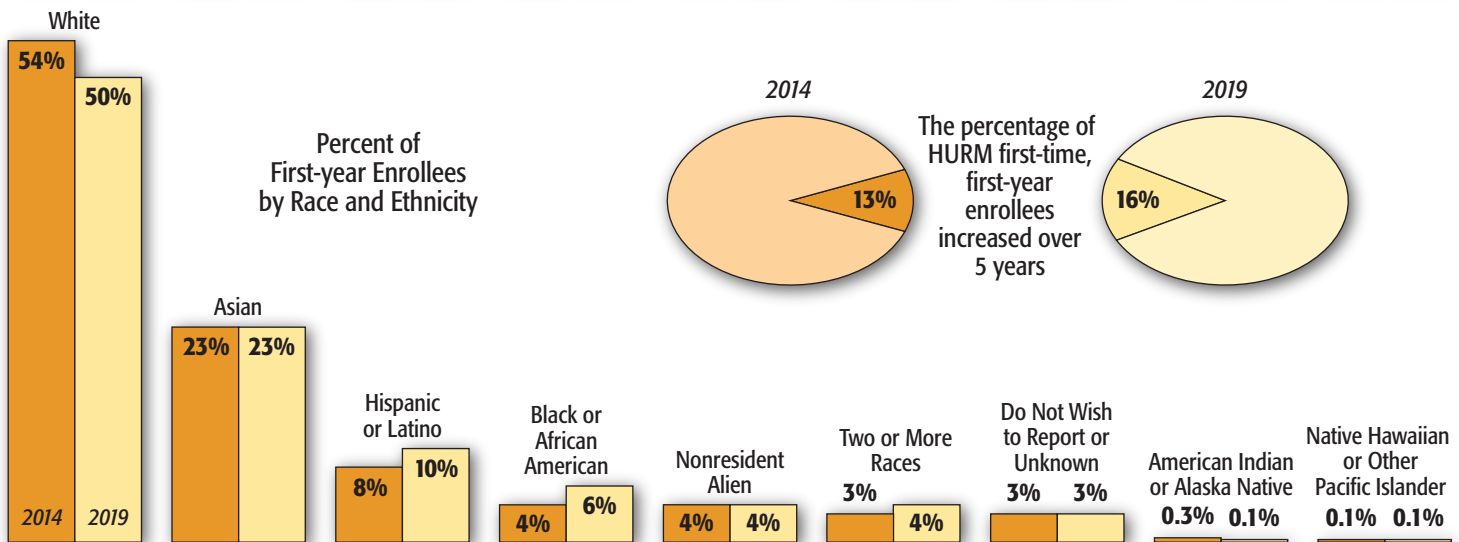
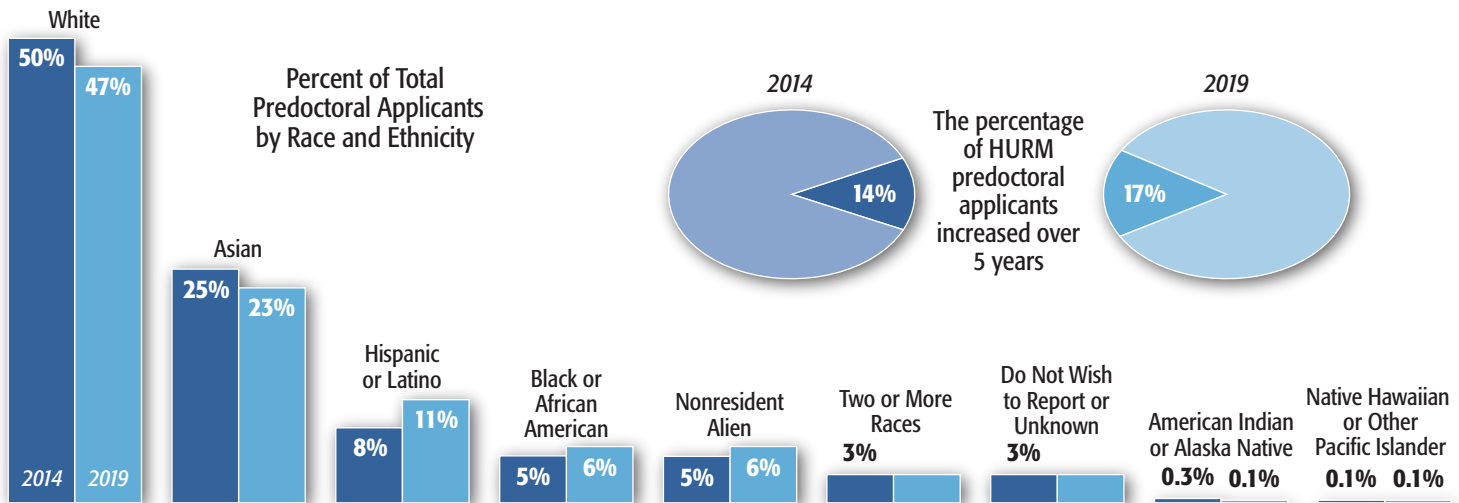
*between 2014-2019.

Source: American Dental Education Association, U.S. Dental School Applicants and Enrollees, 2014-2019.

Diversity Increases Among Applicants and First-year Enrollments



Between 2014 and 2019, a larger share of the predoctoral applicant pool and first-year class was comprised of Hispanic, African American, two or more races and nonresident alien individuals. Historically underrepresented and marginalized (HURM) students are increasingly represented among applicants and in predoctoral first-year classes.



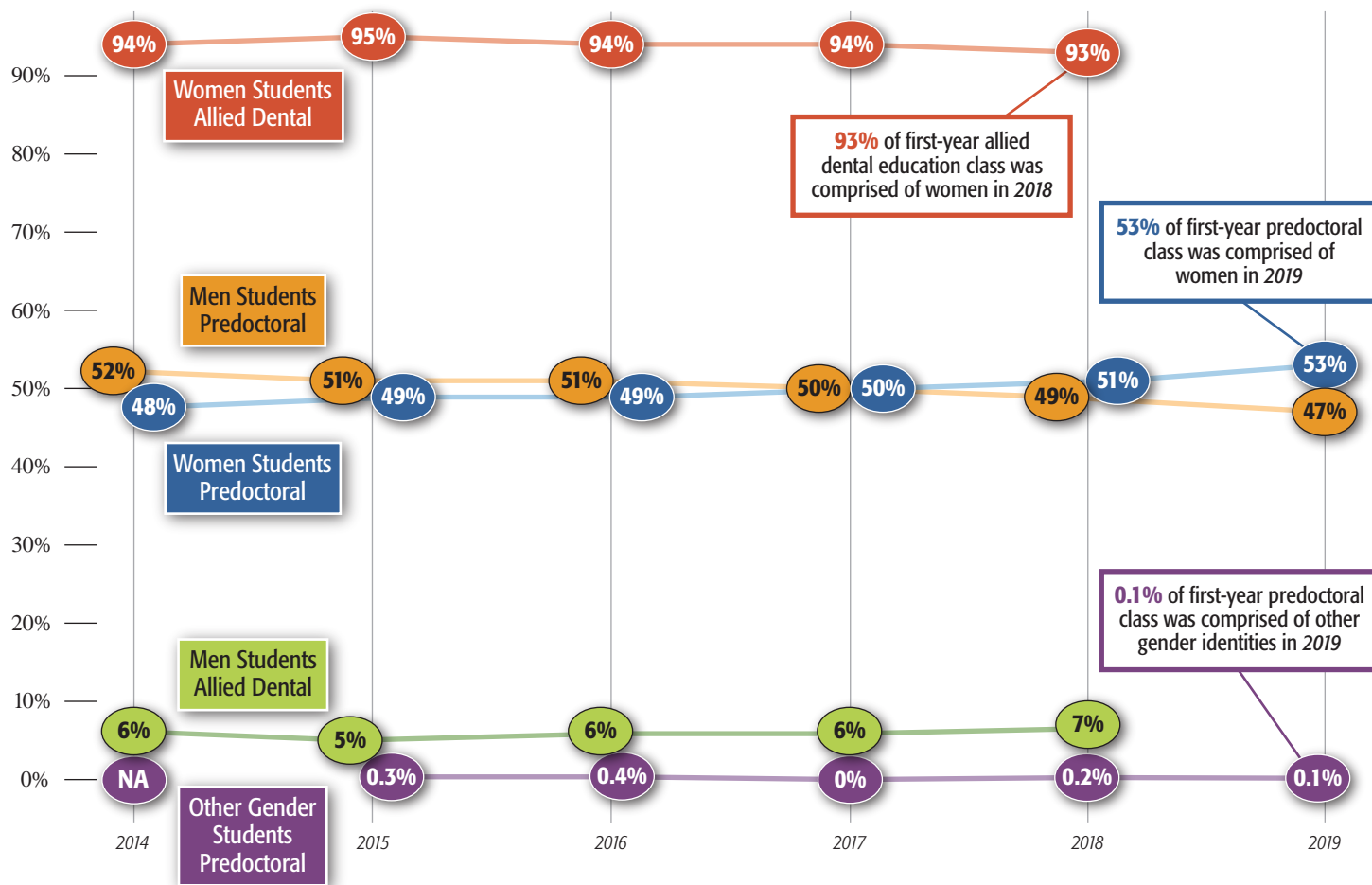
Note: HURM students include the following four race and ethnicity categories: African American, Hispanic or Latino, American Indian or Alaska Native, and Native Hawaiian or Other Pacific Islander. These four race and ethnicity categories are defined by the U.S. Department of Education for reporting data from higher education institutions. Note: Percentages may not add up to 100% due to rounding. Source: American Dental Education Association, U.S. Dental School Applicants and Enrollees, 2014-2019.

Women Make up Majority of First-year Predoctoral and Allied Dental Students



Women comprise the majority of the first-year class at predoctoral and accredited allied dental education programs. The proportion of women predoctoral dental students surpassed 50% of the entering class in 2018-19. Allied dental education programs continued to enroll mainly women in the first-year class over the past five years.

Percent of First-year Enrollment at Predoctoral Programs and at Accredited Allied Dental Education Programs by Gender, 2014-2019



Notes: First-year enrollment for predoctoral students does not include repeaters. The American Dental Association (ADA) does not specify if the first-year enrollment in allied dental education programs represents only first-time enrollees or includes repeaters. In 2015-16 ADA introduced an "Other" gender category for predoctoral students who prefer not to report gender, do not identify as either male or female, or whose gender is not available. ADA reports only "male" and "female" for gender categories for first-year enrollment in allied dental education programs. At the time of the analysis, first-year class by gender for allied dental education programs was not available.

Source: Analysis of American Dental Association, Health Policy Institute, Surveys of Dental Education, 2014-2015 to 2019-20. Surveys of Dental Hygiene Education Programs, Surveys of Dental Assisting Education Programs, Survey of Dental Laboratory Technology Education Programs, 2014-2015 to 2018-19.

The Share of Women Faculty in Academic Dentistry Grows Slightly



Women are increasingly a larger proportion of faculty in dental schools and accredited allied dental education programs. At dental schools, the trend has been toward more women and a persistent share of faculty not wishing to report their gender or not identifying as either male or female. The faculty at accredited allied dental programs is overwhelmingly comprised of women and the proportion increased slightly in five years.

Percent of Full-time and Part-time Dental School and Accredited Allied Dental Education Faculty by Gender
2014-15 to 2018-19 Academic Years



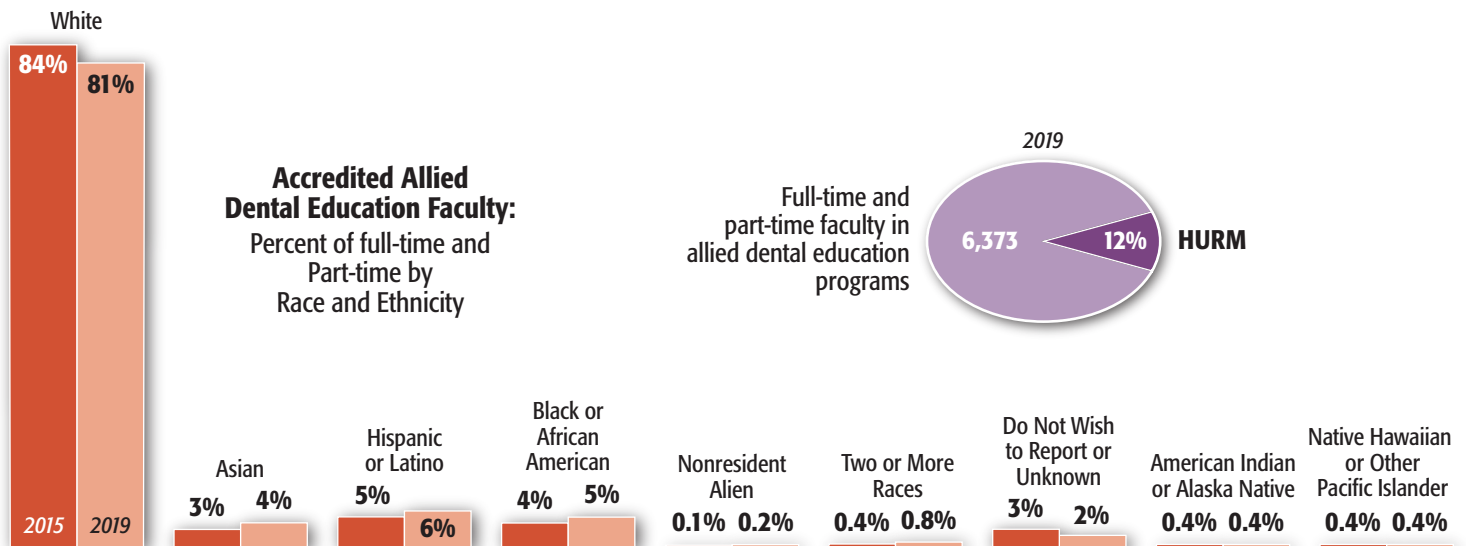
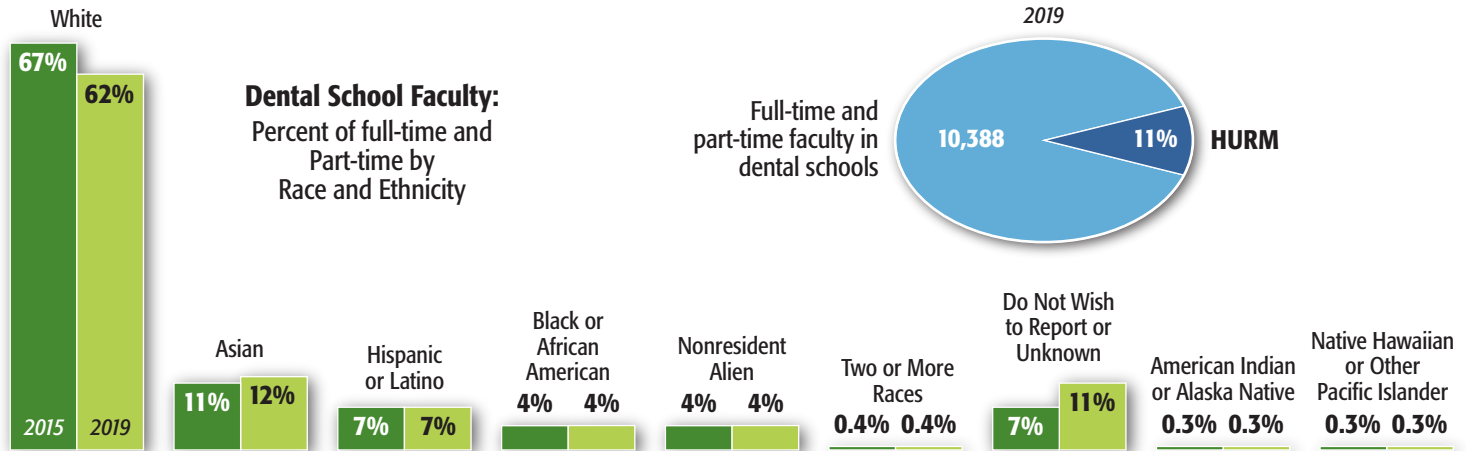
Notes: Dental school faculty includes faculty teaching predoctoral, allied dental and advanced dental education students at accredited U.S. dental schools. Therefore, there might be an overlap between the counts of dental school and allied dental education faculty. ADA reports only "male" and "female" gender categories for faculty at allied dental education programs. In 2015-16, ADEA introduced an "other" gender category for faculty at dental schools who prefer not to report gender, do not identify as either male or female, or whose gender is not available.

Source: Analysis of American Dental Association, Health Policy Institute, Surveys of Dental Education, 2014-2015 to 2019-20. Surveys of Dental Hygiene Education Programs, Surveys of Dental Assisting Education Programs, Surveys of Dental Laboratory Technology Education Programs, 2014-2015 to 2018-19.

Diversity in Academic Dental Faculty Progressing Slowly



Between 2015 and 2019, the share of historically underrepresented and marginalized (HURM) faculty stayed relatively steady at dental schools, while it increased at accredited allied dental education programs. The number of Hispanics and African Americans increased in accredited allied dental school faculty. Dental schools saw an increase in the percentage of faculty not wishing to report race and ethnicity.



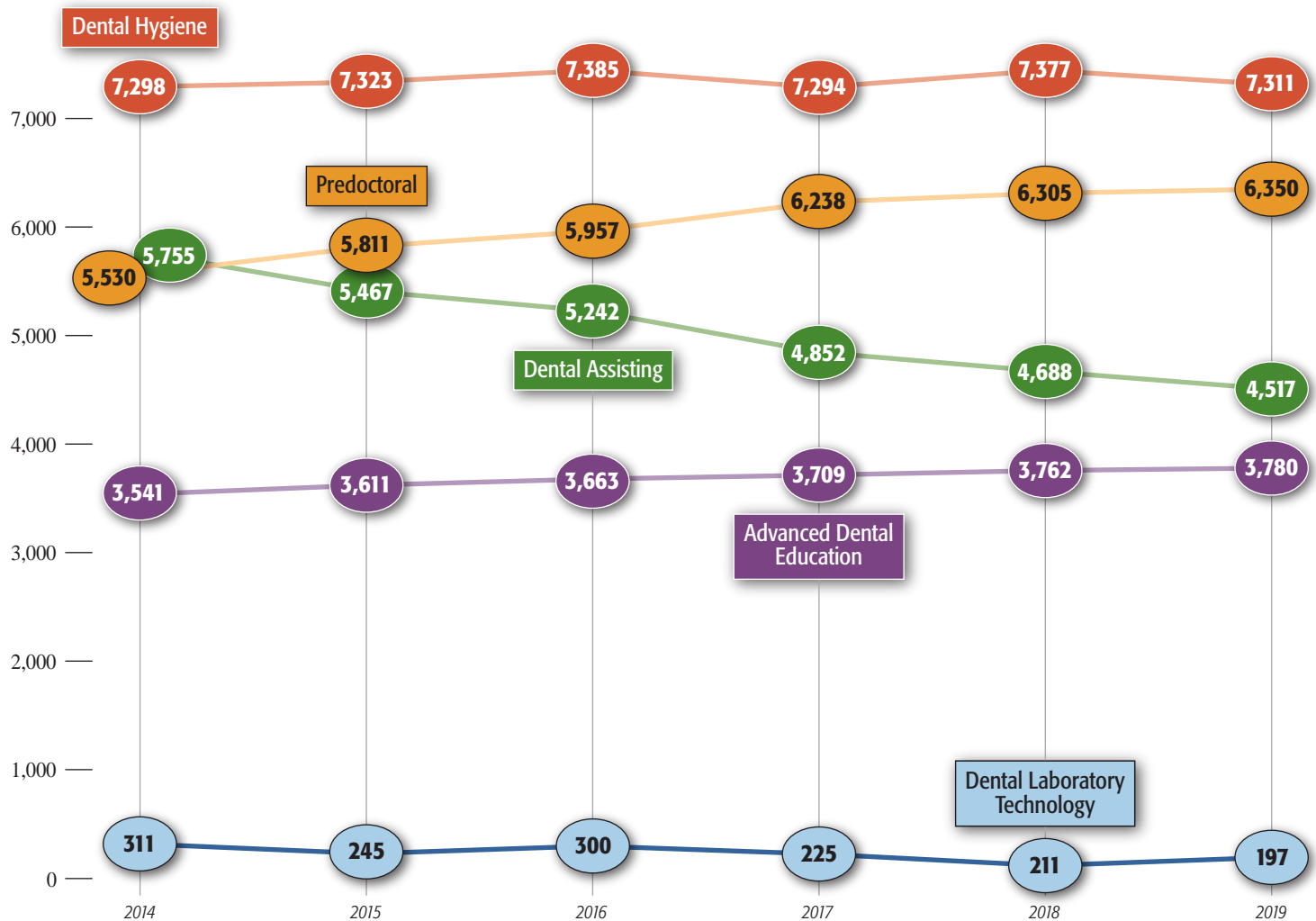
Notes: Dental school faculty includes faculty teaching predoctoral, allied dental and advanced dental education students at accredited dental schools in the United States. Therefore, there might be an overlap between the counts of dental school faculty and allied dental education faculty. HURM includes the following four race and ethnicity categories: African American, Hispanic or Latino, American Indian or Alaska Native, and Native Hawaiian or Other Pacific Islander. These four race and ethnicity categories are defined by the U.S. Department of Education for reporting data from higher education institutions. Sources: American Dental Education Association (ADEA) Survey of U.S. Dental School Faculty, 2014 and 2019; Analysis of American Dental Association (ADA), Health Policy Institute, Surveys of Dental Hygiene Education Programs, Surveys of Dental Assisting Education Programs, Survey of Dental Laboratory Technology Education Programs, 2014-15 to 2018-19.

Graduation Trends Vary Across Accredited Dental Education Programs



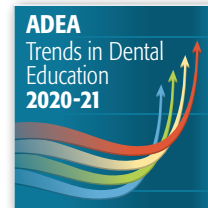
Accredited predoctoral dental education programs and advanced dental education programs saw rises in the number of graduates between 2014 and 2019. Meanwhile, the number of graduates at accredited allied dental education programs declined significantly between 2014 and 2019, mirroring the drop in the number of accredited dental assisting programs.

Number of Graduates by Type of Dental Education, 2014-2019 Graduating Classes



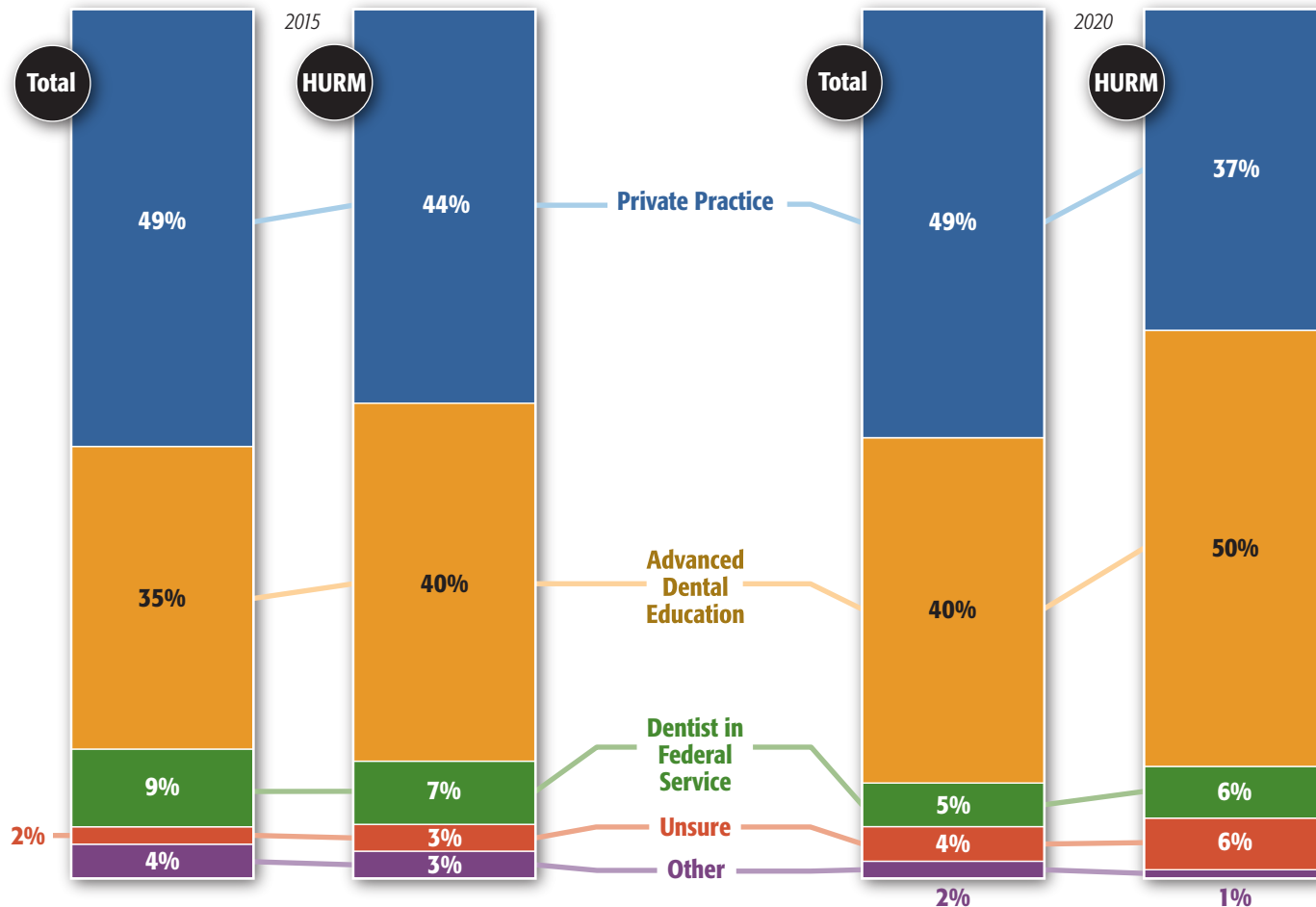
Source: Analysis of American Dental Association, Health Policy Institute, Surveys of Dental Education, Survey of Advanced Dental Education, Surveys of Dental Hygiene Education Programs, Surveys of Dental Assisting Education Programs, Survey of Dental Laboratory Technology Education Programs, 2014-15 to 2019-20.

More Dental School Graduates Are Pursuing Advanced Education



More dental schools seniors are planning to attend an advanced dental education program upon graduation, even though entering private practice remained the top professional choice in 2020. Historically underrepresented and marginalized (HURM) students are even more likely to attend advanced education, with private practice as the second most popular choice. Meanwhile, over the past five years, serving in the federal government has declined in popularity for predoctoral graduates.

Percentage of Survey Respondents by Immediate Professional Plans Upon Graduation, 2015 and 2020

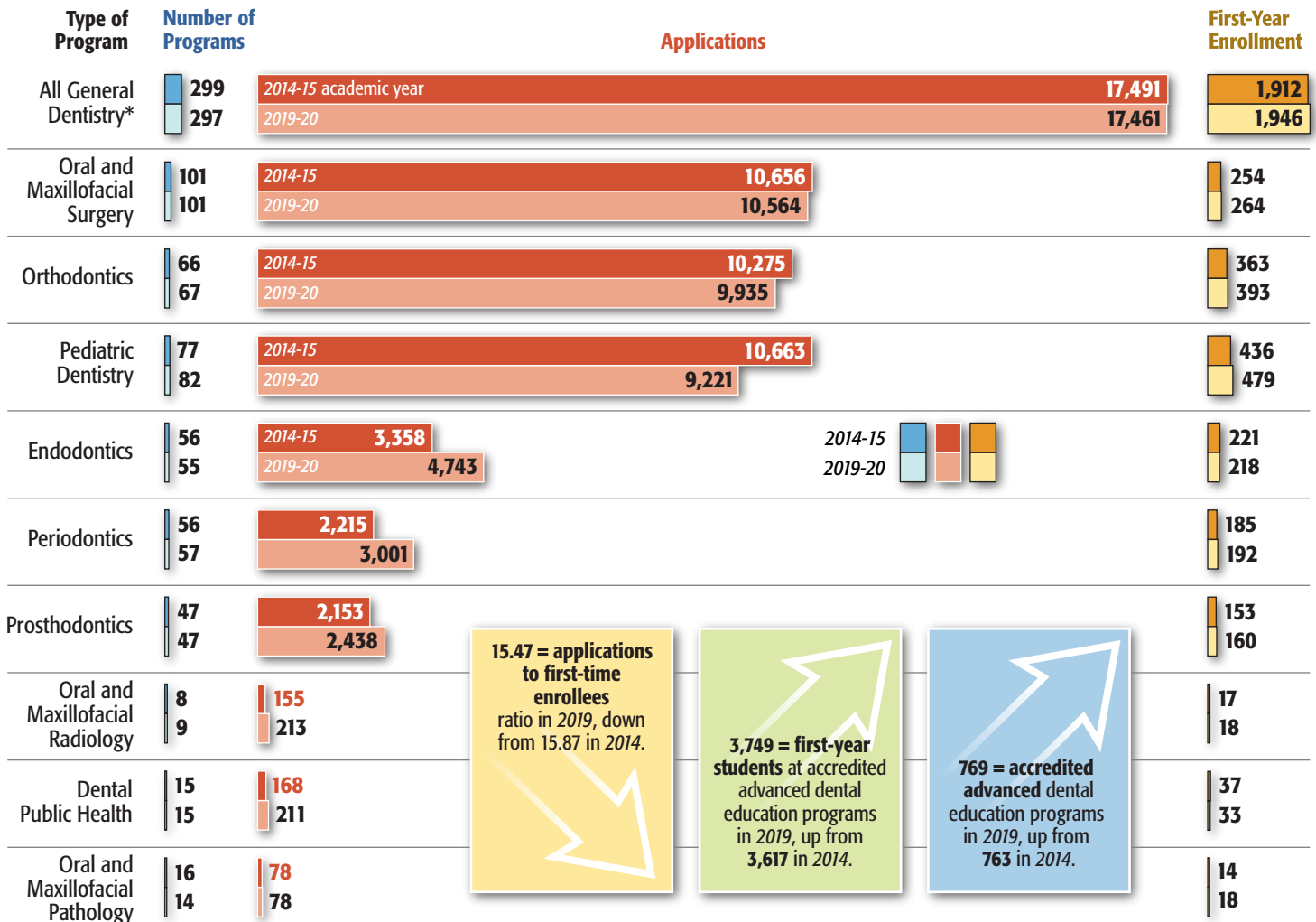


Notes: "Dentist in a federal service" includes serving as a dentist in the military, U.S. Public Health Service Commissioned Corps, Federally Qualified Health Centers, U.S. Veteran Affairs and other federal institutions. "Other" includes Dentist in Other Not-for-profit clinic, Other position in dentistry, Dentist in state/local government, Teach in a dental program, and Other position not related to dentistry. HURM students include the following four race and ethnicity categories: African American, Hispanic or Latino, American Indian or Alaska Native, and Native Hawaiian or Other Pacific Islander. These four race and ethnicity categories are defined by the U.S. Department of Education for reporting data from higher education institutions. Source: American Dental Education Association, Surveys of U.S. Dental School Seniors, 2015 and 2020 Graduating Classes.

Applications to Accredited Advanced Dental Education Programs Are Increasing



Oral and maxillofacial surgery continued to receive the largest number of applications per number of first-year enrollees between 2014 and 2019. Endodontics rounded the top three in 2019, an increase from five years before. Overall, the application to first-year enrollee ratio for accredited advanced dental education programs declined over the five-year period due to the number of first-year enrollees growing faster than the number of applications.



*All General Dentistry includes General Practice Residency, Advanced Education in General Dentistry, Dental Anesthesiology, Oral Medicine, and Orofacial Pain.

Source: American Dental Association, Health Policy Institute, 2014-15 and 2019-20 Surveys of Advanced Dental Education

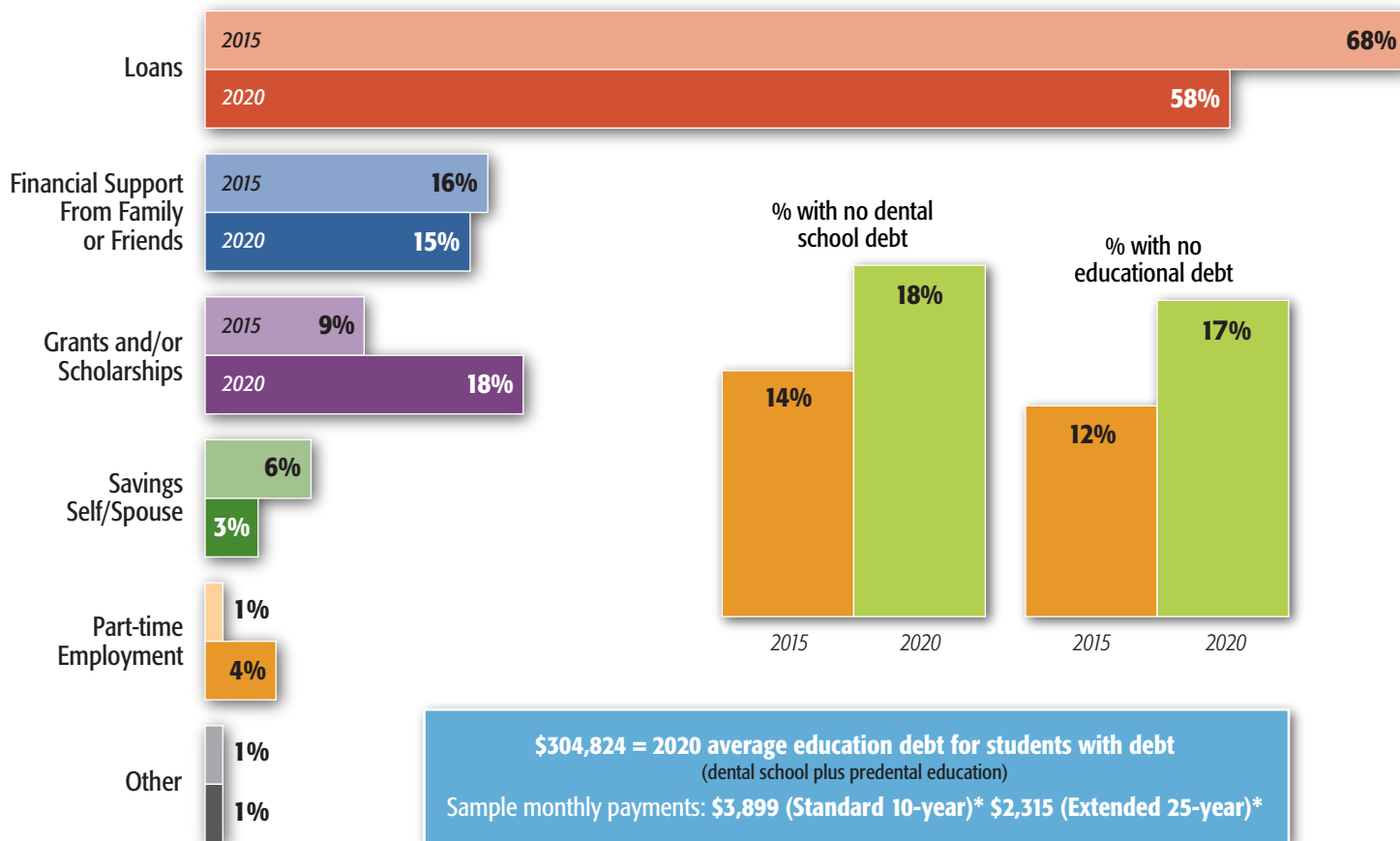
Note: Application figures represent the total number of applications examined by all programs, and counts applicants more than once if they applied to multiple programs.

Dental Students Are Using More Grants and Scholarships to Fund Dental School



Graduating dental school seniors in the Class of 2020 are funding their dental education with fewer/less loans and using more grants and scholarships than did the Class of 2015. Federal loans persisted as the top source of financing dental school. The average educational debt (dental school plus pre dental education) has increased slowly over the past five years. However, a higher proportion of dental school seniors in the Class of 2020 graduated with no dental school debt or educational debt when compared with the Class of 2015.

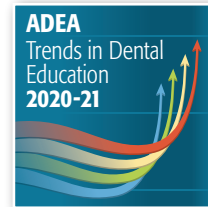
Funding Sources for Doctoral Dental Education, Average Percentage of Funding, 2015 and 2020



Note: Educational debt is the sum of dental school debt and pre dental school debt, including loans for college. This indicator, also called "graduating debt," shows the amount a dental school doctoral graduate must repay. Percentages may add up to more than 100% due to rounding.
 *Assumptions: Sample payments based on \$304,824 total debt on a Standard 10-year repayment plan (120 level payments) and a 25-year time-driven plan • \$162,000 direct unsubsidized, remainder direct PLUS (Grad PLUS) • Repayment begins six months after graduation • No voluntary or aggressive payments, and loans "held to term" (entire repayment period used) • Appropriate interest rates used based on disbursement dates • Repayment numbers run with AAMC/ADEA Dental Loan Organizer and Calculator.
 Source: American Dental Education Association, Surveys of U.S. Dental School Seniors, 2015 and 2020 Graduating Classes.

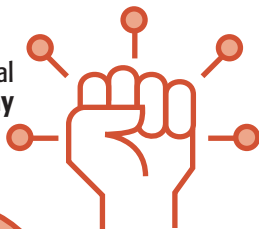
A Career in the Dental Professions Is Rewarding

There's a reason the dental professions have consistently ranked at or near the top of the U.S. News & World Report 100 Best Jobs list for the past several years.



Dental careers offer:

Professional
autonomy



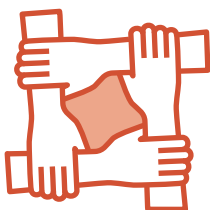
Flexible
work hours



Financial and
job security

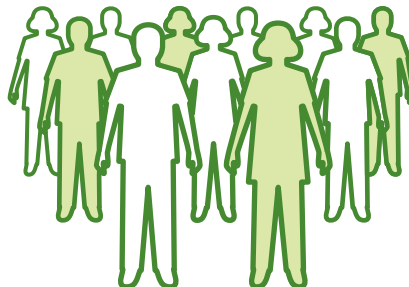


Opportunities to
work as part of a
health care team



The U.S. Bureau of Labor Statistics predicts:

Employment growth
of 7.6%, equating to
10,400 new dentist
jobs through the year 2028



Employment of
dental hygienists
is projected to grow
6% from 2019 to 2029,
faster than the
average for all occupations

U.S. News & World Report 2020 Best Jobs:

Dentist is
**#1 in Best
Healthcare Jobs**
and #2 in Best
100 Jobs



Dental
Hygienist
is **#1 in Best
Healthcare
Support
Jobs**



**Best of all: Dentists and dental hygienists make a difference
in the lives of their patients and in their communities**



ADEA Connect: ADEA's user-friendly online platform where ADEA members collaborate and share resources



Search for colleagues.

Find members by name, location, SIG affiliation, area of expertise, institution and more.



Start a discussion.

Join a community and start a conversation with your colleagues.



Share resources.

All attachments posted to discussions are archived in a dedicated Resource Library. You can add documents to share any time you want.



Update your profile.

Add a profile photo, bio, social media links, education history and more.



Set your privacy controls.

Determine what information is shared with members of the community and your contacts.

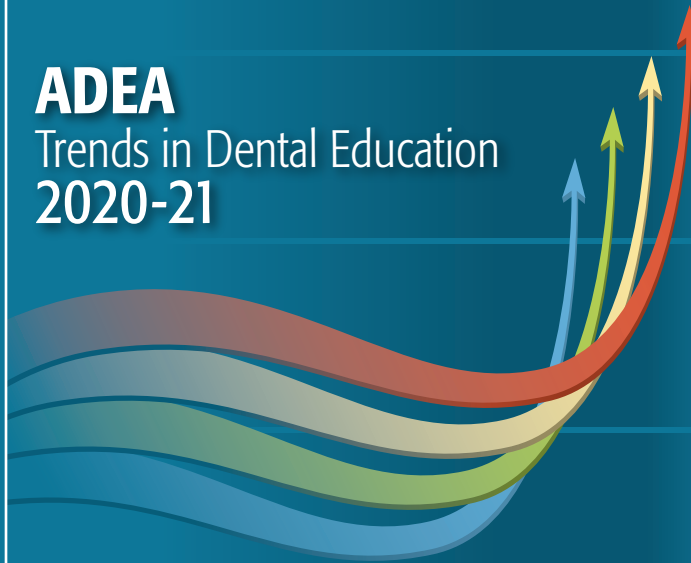
Log in to ADEA Connect and take advantage of this valuable ADEA member resource.

[Connect.ADEA.org](https://connect.aede.org)

THE VOICE OF DENTAL EDUCATION

ADEA

Trends in Dental Education
2020-21



655 K Street, NW, Suite 800 • Washington, DC 20001 • 202-289-7201
adea.org/DentEdTrends