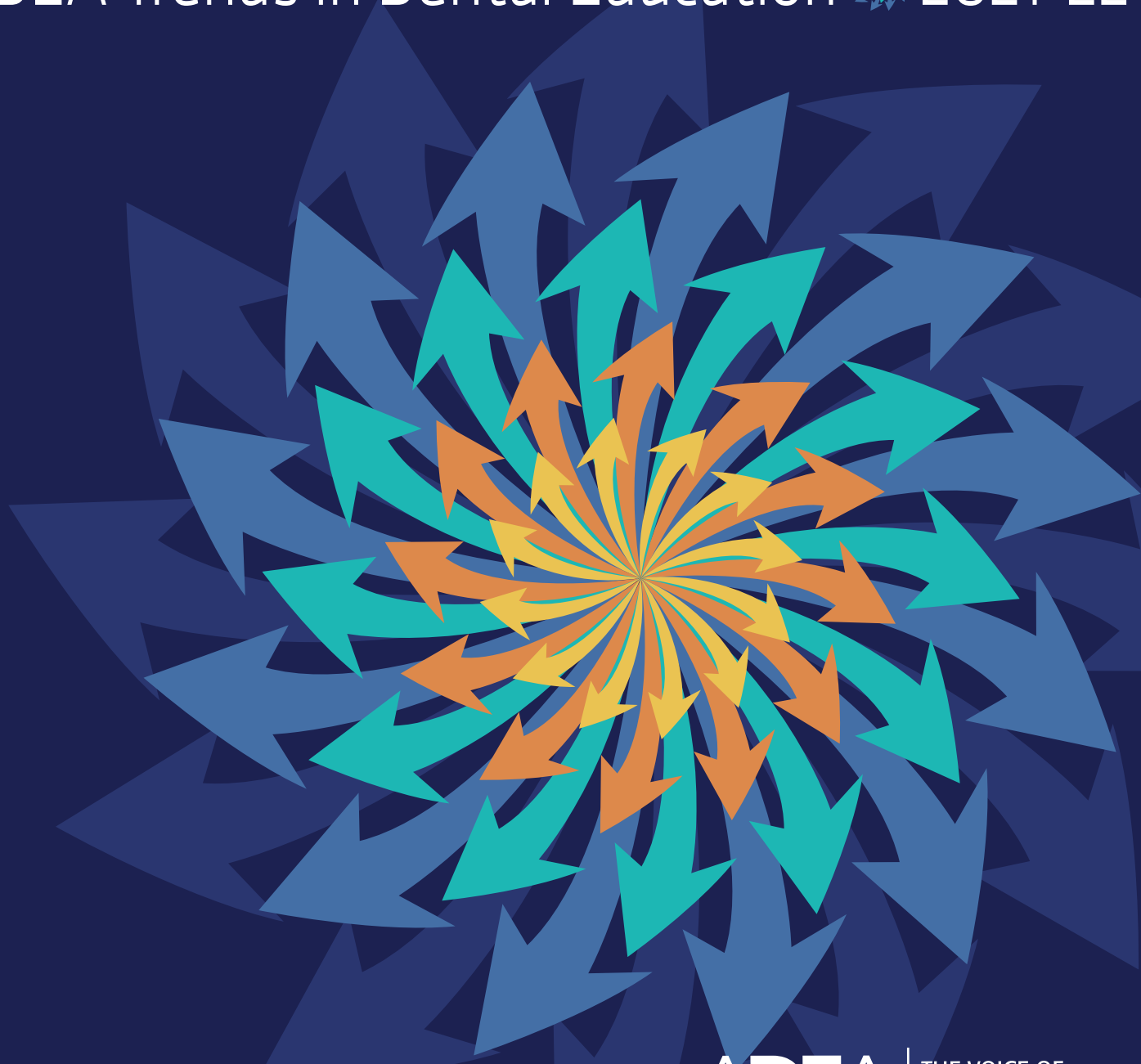
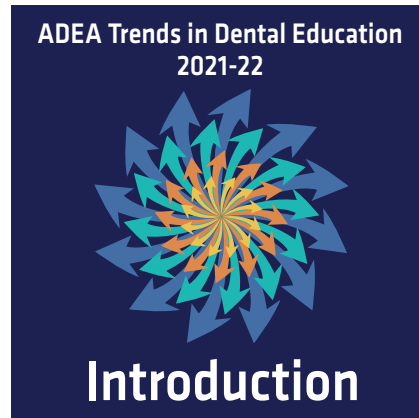


ADEA Trends in Dental Education 2021-22



AMERICAN DENTAL EDUCATION ASSOCIATION
adea.org/trends

ADEA | THE VOICE OF
DENTAL EDUCATION



**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.

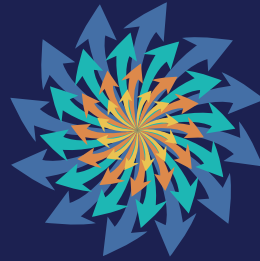
Electronic versions of this publication are available for download at: [aeda.org/DentEdTrends](https://www.aeda.org/DentEdTrends).

Explore ADEA's data analysis and research resources, including interactive graphics, at [aeda.org/data](https://www.aeda.org/data).

American Dental Education Association

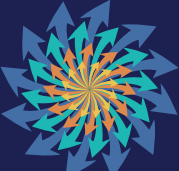
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Washington, DC 20001
202-289-7201

Trends in Dental Education



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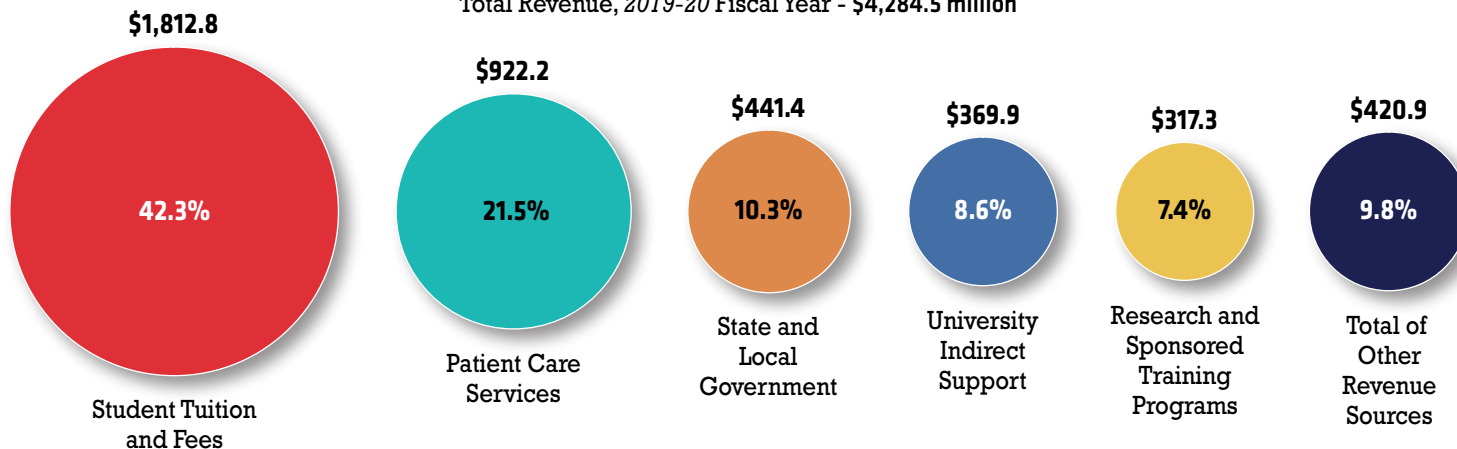


Revenue Sources and Expenditures of U.S. Dental Schools, 2019-20

Student tuition and fees and patient care generated almost two thirds of revenue for U.S. dental schools in 2019-20. Educational expenses and providing patient care accounted for 57% of all expenditures.

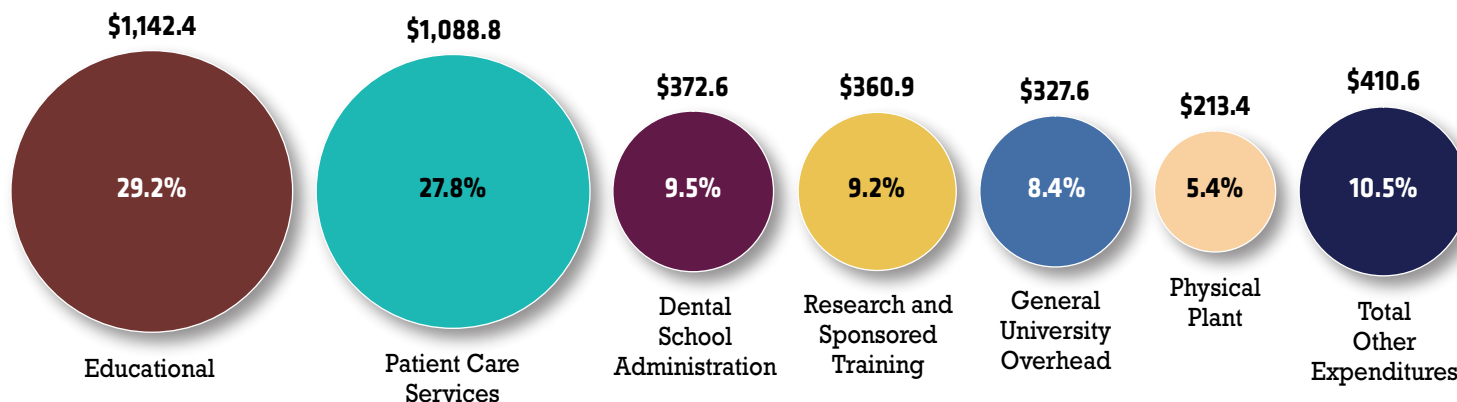
REVENUE SOURCES

Total Revenue, 2019-20 Fiscal Year - \$4,284.5 million



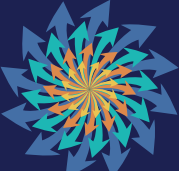
TYPES OF EXPENDITURE

Total Expenditures, 2019-20 Fiscal Year - \$3,916.4 million



Notes: Percentages may not add up to 100% due to rounding. "Total Other Revenue Sources" includes: continuing education, auxiliary enterprises, graduate medical education, gifts, endowment earnings, financial aid, federal educational revenue and other. "Total Other Expenditures" includes: continuing education, financial aid expenses, computer services, library and learning resources, major capital expenditures, and other costs. Revenue and Expenditure source categories are from the the Group III-Financial Management section of the ADA Survey of Dental Education, 2019-20 Fiscal Year, as collected by the ADA Health Policy Institute on behalf of the Commission on Dental Accreditation. The audit of colleges and universities prepared by the American Institute of Certified Public Accountants is the basic reference manual for the construction and interpretation of the ADA survey.

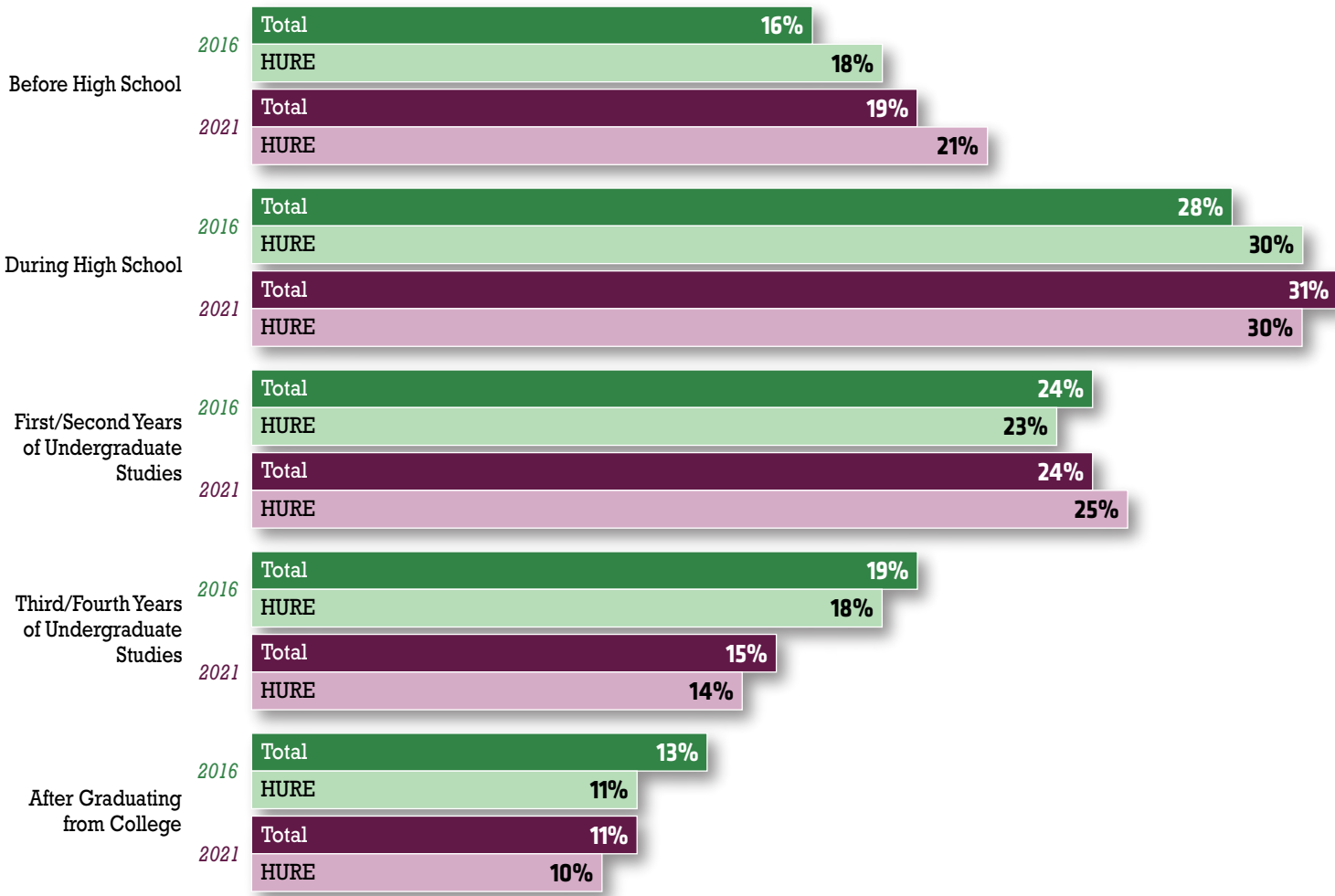
Source: ADEA analysis of American Dental Association, Health Policy Institute, 2019-20 Survey of Dental Education (Group III).



When Do Students Decide to Pursue Careers in Dentistry?

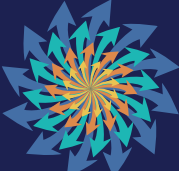
Half of the predoctoral senior students in the Class of 2021 who responded to the ADEA Survey of U.S. Dental School Seniors decided to become a dentist before going to college, more than in 2016. Historically underrepresented racial and ethnic (HURE) graduating students are more likely to decide early to go to dental school. A smaller proportion of students decided during college to pursue careers in dentistry.

Timing of Decision to Pursue a Career in Dentistry, Total and HURE, 2016 and 2021



Notes: The number of respondents to this question was 4,466 total and 566 for HURE students in 2016 and 2,895 total and 343 for HURE students in 2021. Historically underrepresented race and ethnicity (HURE) students include the following four race and ethnicity categories: Non-Hispanic African American, Hispanic or Latino, non-Hispanic American Indian or Alaska Native, and non-Hispanic 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) Surveys of Dental School Seniors, Classes of 2016 and 2021.




Top Five Reasons for Choosing a Dental School

Among 2021 dental school graduating seniors, being close to family and friends was the top reason for choosing a specific dental school, followed by cost of attendance. Among historically underrepresented racial and ethnic (HURE) students, cost of attendance ranked first, followed by academic reputation.

All Students Rank



1 Proximity to Family/Friends



2 Less Expensive Than Other Schools
(e.g., Due to In-state Tuition, Financial Aid, etc.)



3 Academic Reputation




4 Location
(e.g., Good Weather, Good Transit, Cultural/Recreational Opportunities)



5 Culture at the School/Program
(e.g., Size and Social Opportunities)

HURE Students Rank




1 Less Expensive Than Other Schools
(e.g., Due to In-state Tuition, Financial Aid, etc.)




2 Academic Reputation



3 Location
(e.g., Good Weather, Good Transit, Cultural/Recreational Opportunities)



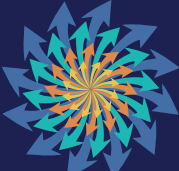
4 Proximity to Family/Friends



5 Culture at the School/Program
(e.g., Size and Social Opportunities)

Notes: Reasons are by frequency of how often ADEA survey respondents indicated a reason as one of their top three selection criteria. The total number of 2021 respondents to this question was 2,779; of those, 331 were HURE students. Historically underrepresented race and ethnicity (HURE) students include the following four race and ethnicity categories: Non-Hispanic African American, Hispanic or Latino, non-Hispanic American Indian or Alaska Native, and non-Hispanic 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.

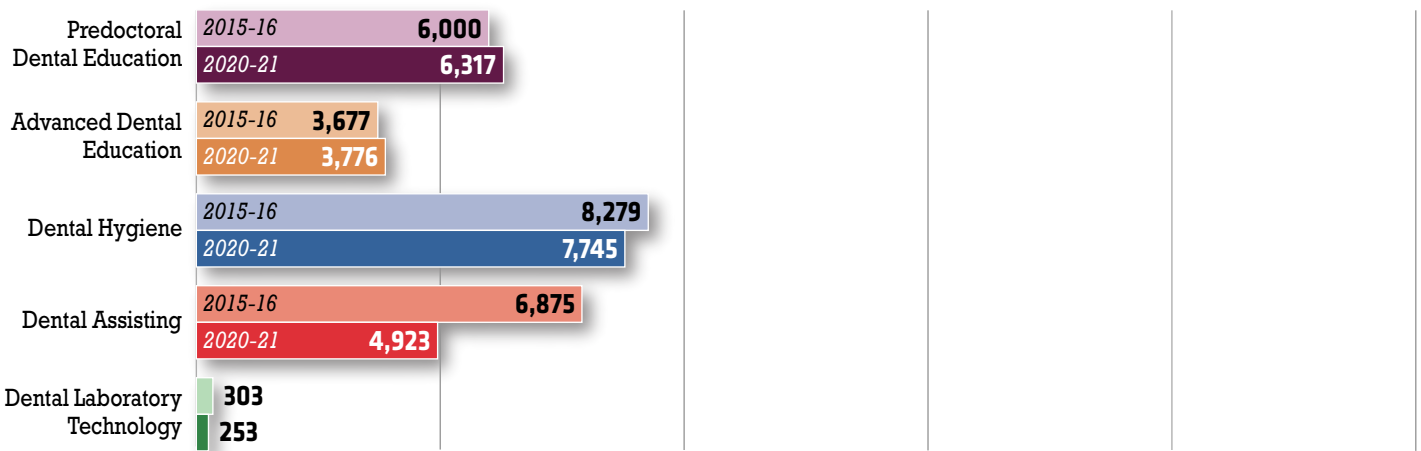
Sources: American Dental Education Association (ADEA) Surveys of Dental School Seniors, Classes of 2016 and 2021.



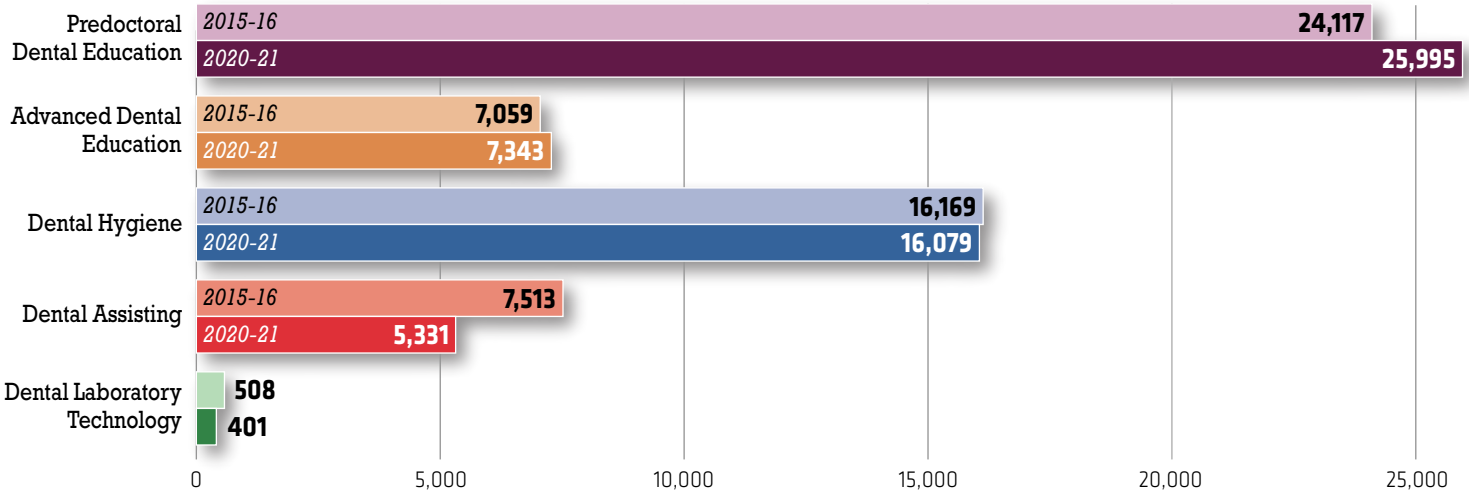
First-year and Total Enrollments by Dental Profession

Accredited predoctoral dental program first-year classes increased between 2016 and 2021, while first-year enrollments decreased for all other types of dental professions. Total enrollments increased for predoctoral and advanced education programs, but decreased in allied dental programs, mainly because the number of dental assisting and dental laboratory programs decreased.

First-year Enrollment by Type of Dental Education, 2015-16 and 2020-21 Academic Years

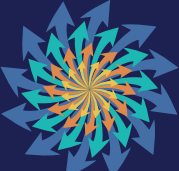


Total Enrollment by Type of Dental Education, 2015-16 and 2020-21 Academic Years



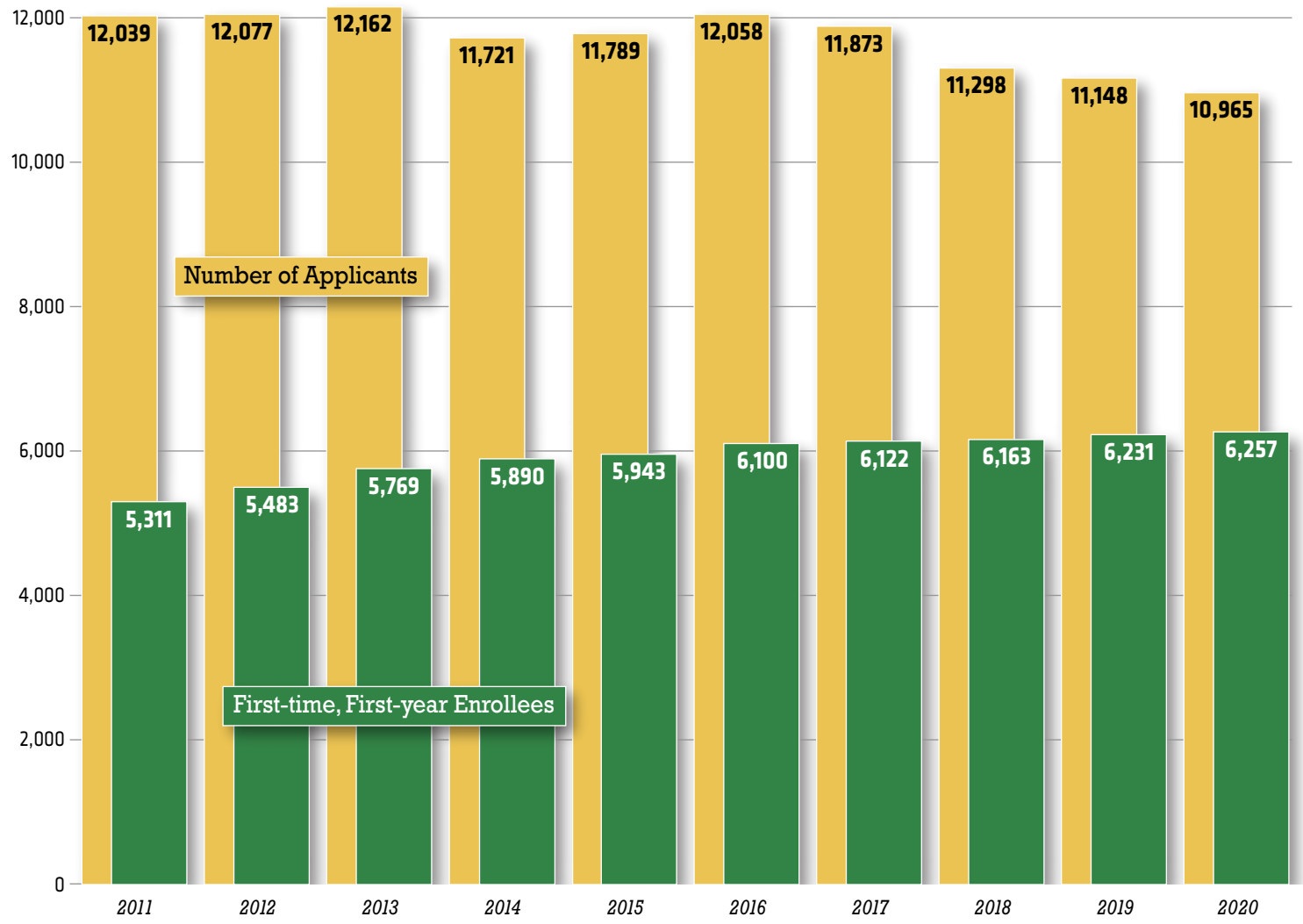
Notes: First-year enrollment for predoctoral students includes repeaters. The American Dental Association does not specify if the first-year enrollment in allied dental and advanced dental education programs represents only first-time enrollees or includes repeaters. A dental therapy program was accredited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

Sources: 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, 2015-16 and 2020-21.



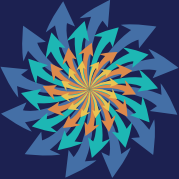
First-year Enrollments in Predoctoral Dental Programs

First-time, first-year enrollment increased steadily between 2011 and 2020, mainly due to several new dental schools opening and some existing schools increasing class sizes. Meanwhile, the number of applicants to predoctoral dental schools during the same period remained somewhat steady for the first six years, but has been steadily declining for the last four years.



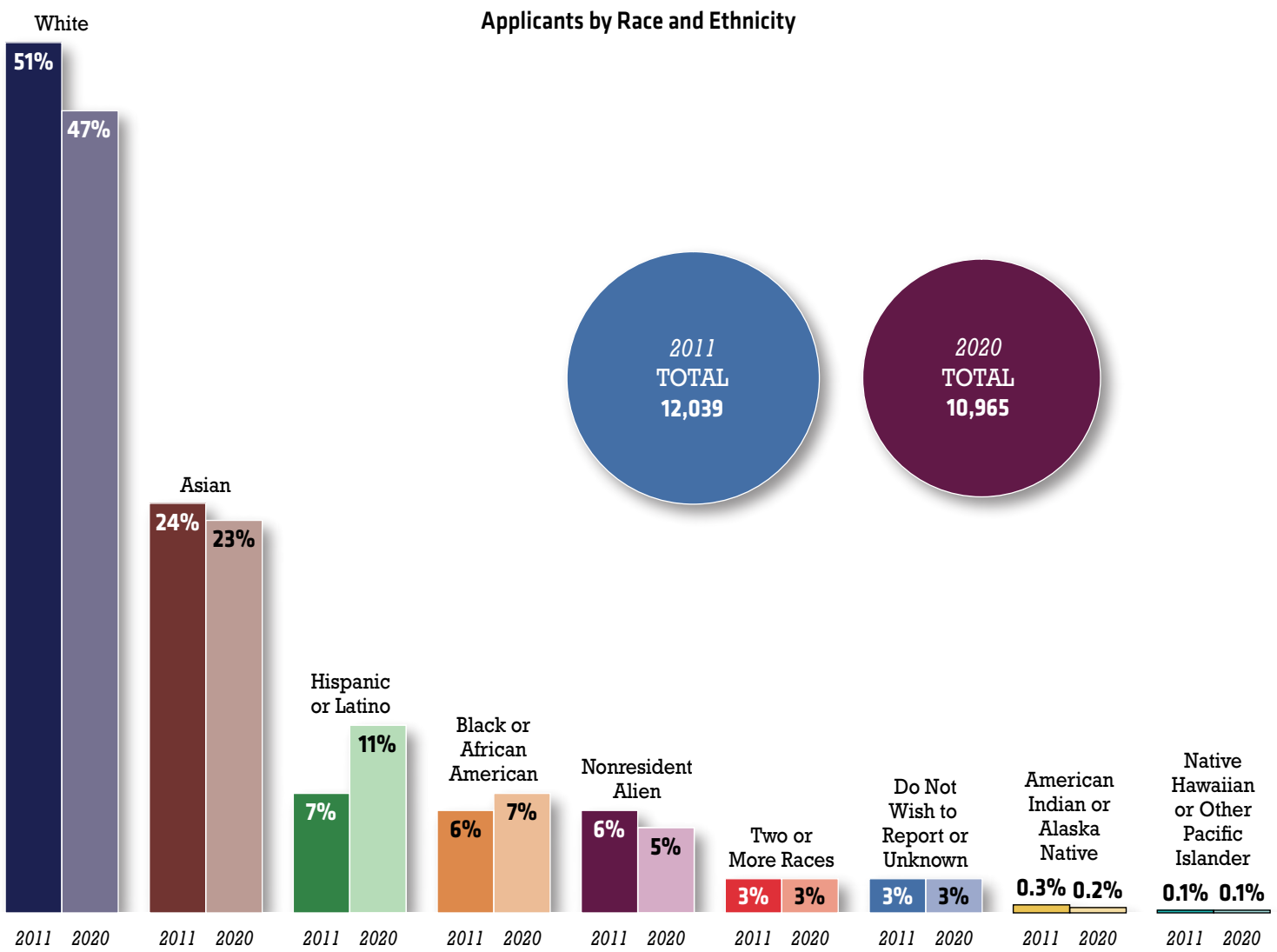
Notes: Applicants are individuals who applied for entry into a predoctoral program at one or more U.S. dental schools in a given year. First-time, First-year Enrollees are individuals who matriculated for the first time at a U.S. dental school in a given year. ADEA calculates the "first-time, first-year enrollees" indicators based on an analysis of ADEA AADSAS® (ADEA Associated American Dental Schools Application Service) and Texas Medical & Dental Schools Application Service (TMDSAS) data.

Source: American Dental Education Association, U.S. Dental School Applicants and Enrollees, 2020 Entering Class

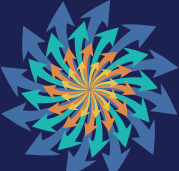


Diversity Among Predoctoral Dental Applicants

Between 2011 and 2020, the predoctoral dental applicant share increased among Hispanic or Latino applicants (four percentage points), followed by Black or African American (one percentage point). During the same time, white, Asian, Nonresident Alien, and American Indian/Alaskan Native groups experienced decreases in their share of applicants.

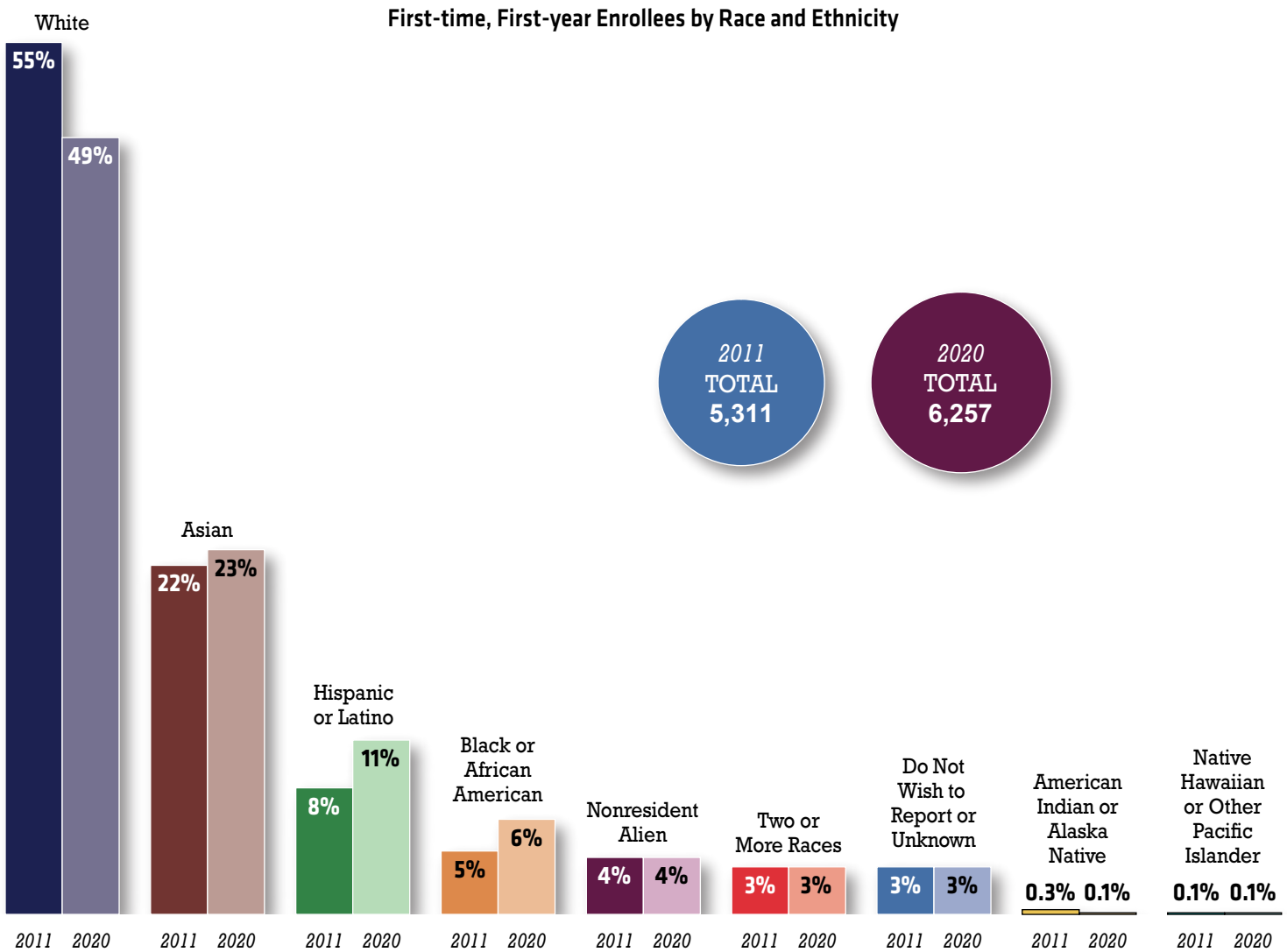


Note: ADEA has reported Applicant and Enrollee data according to the current U.S. Department of Education guidelines for collecting and reporting race and ethnicity since 2011.
 Source: American Dental Education Association, U.S. Dental School Applicants and Enrollees, 2011 and 2020 Entering Classes.

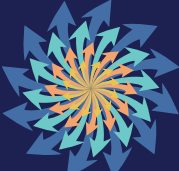


Diversity of First-time, First-year Enrollees: 2011 and 2020

Between 2011 and 2020, the diversity of first-time, first-year enrollees in dental schools increased among Hispanics or Latinos (three percentage points) followed by Asian and Black or African American enrollees (one percentage point each). During the same time, white and American Indian/Alaskan Native groups experienced decreases in their proportion of first-time, first-year enrollees.



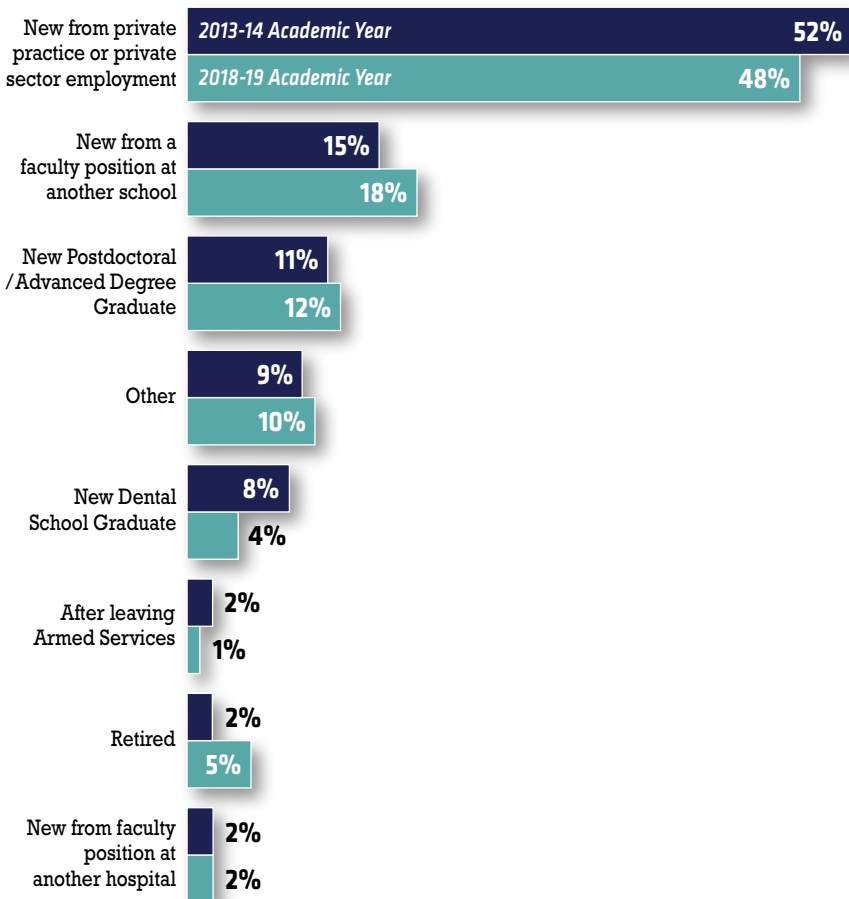
Notes: ADEA has reported applicant and enrollee data according to the current U.S. Department of Education guidelines for collecting and reporting race and ethnicity since 2011.
Source: American Dental Education Association, U.S. Dental School Applicants and Enrollees, 2011 and 2020 Entering Classes.



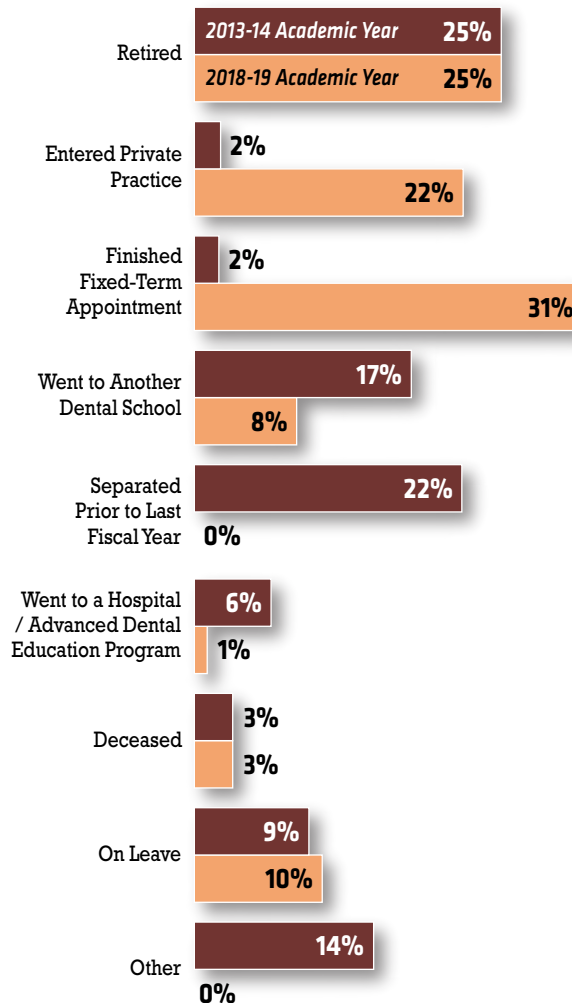
Faculty: Where They Come From and Where They Go

The largest sources of new faculty between 2013-14 and 2018-19 is private practice or private sector employment, or another dental school. The number of faculty retiring has remained constant over the same period, but the number leaving to enter private practice or after the end of a fixed-term appointment has increased significantly in the past five years.

Sources of New Full-time and Part-time Dental Faculty

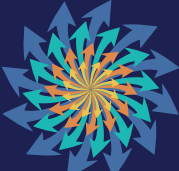


Reasons for Dental Faculty Separations



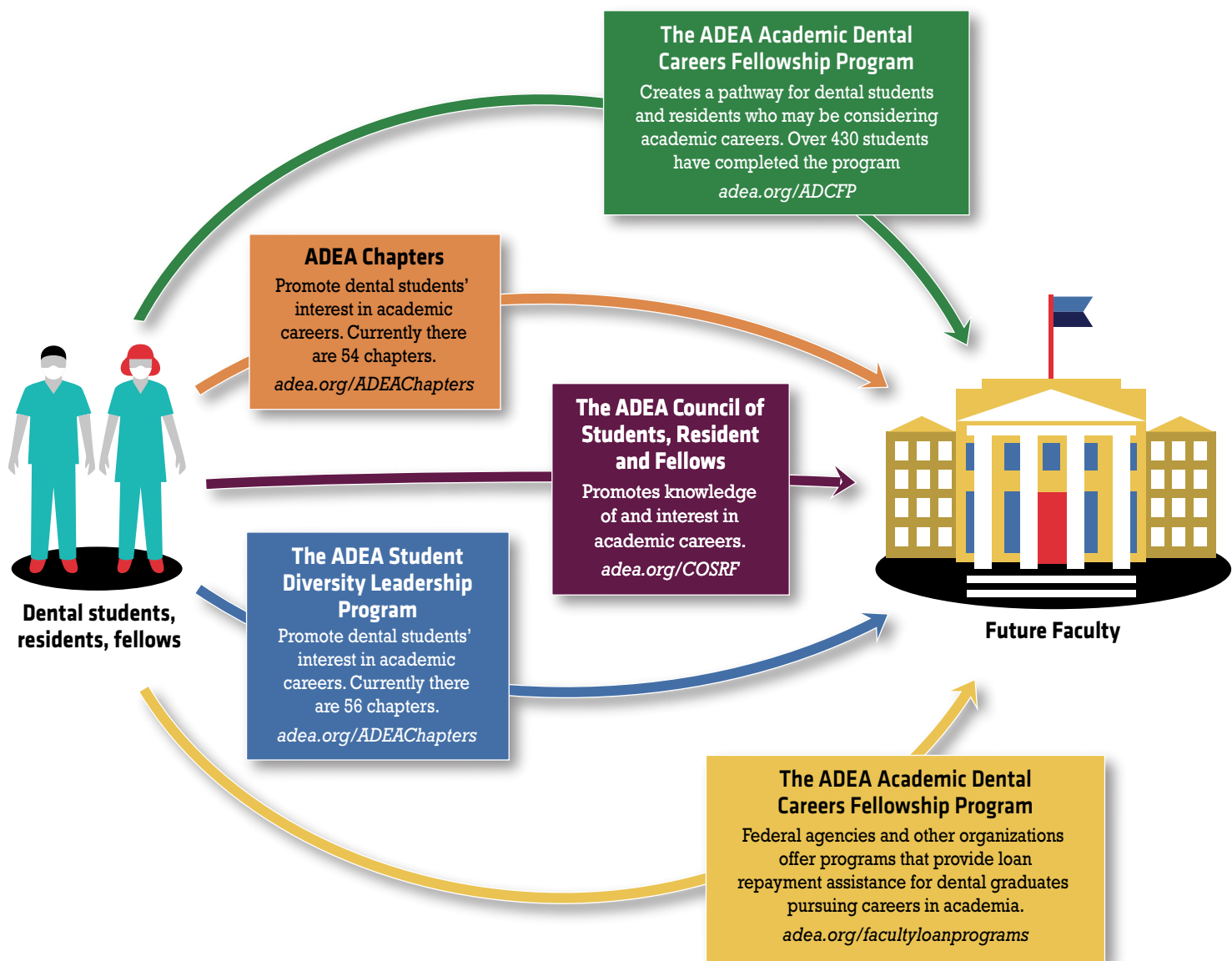
Notes: Percentages may not total 100 due to rounding. This analysis reflects full-time and part-time faculty for which dental schools reported the source of the new faculty member or reason for faculty separations. The ADEA Survey of Dental School Faculty 2018-19 is the most current survey available.

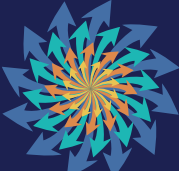
Source: American Dental Education Association, Surveys of Dental School Faculty, 2013-14 and 2018-19



Resources for Future Faculty

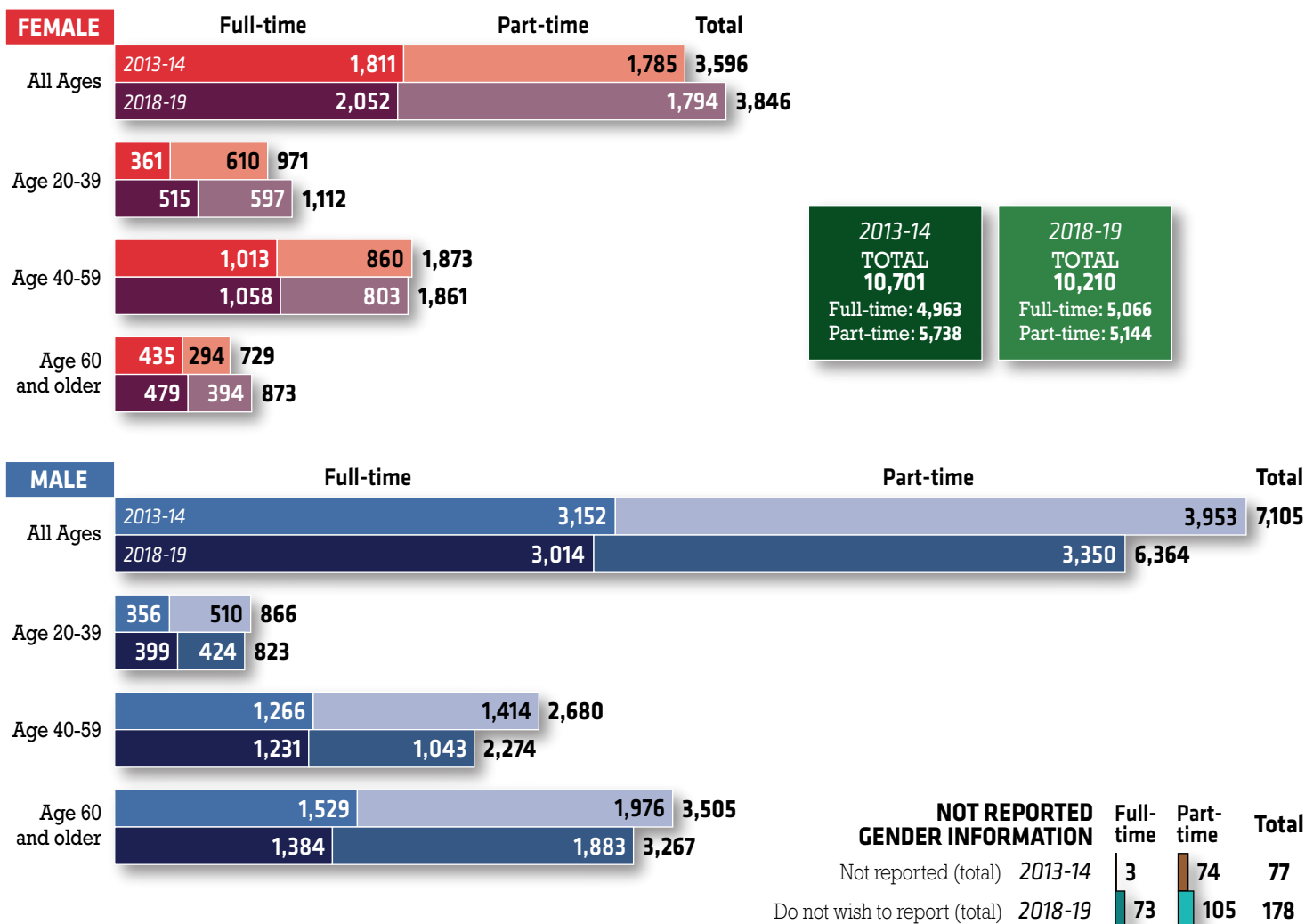
For dental students, residents and fellows who opt to pursue a rewarding career as dental school faculty, a variety of resources—financial and experiential—help support the pathway to an academic career.





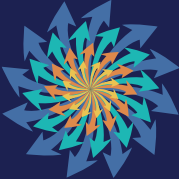
Faculty at U.S. Dental Schools by Age and Gender

While the overall number of women faculty at accredited U.S. dental schools increased from 2013-14 to 2018-19, the number of men faculty far outpaces them. The highest number of men faculty are age 60 or older and for women age 40 to 59. Women faculty continued to outnumber men in the 20 to 39 age group. The number of faculty with not reported gender information more than doubled over the five-year period.



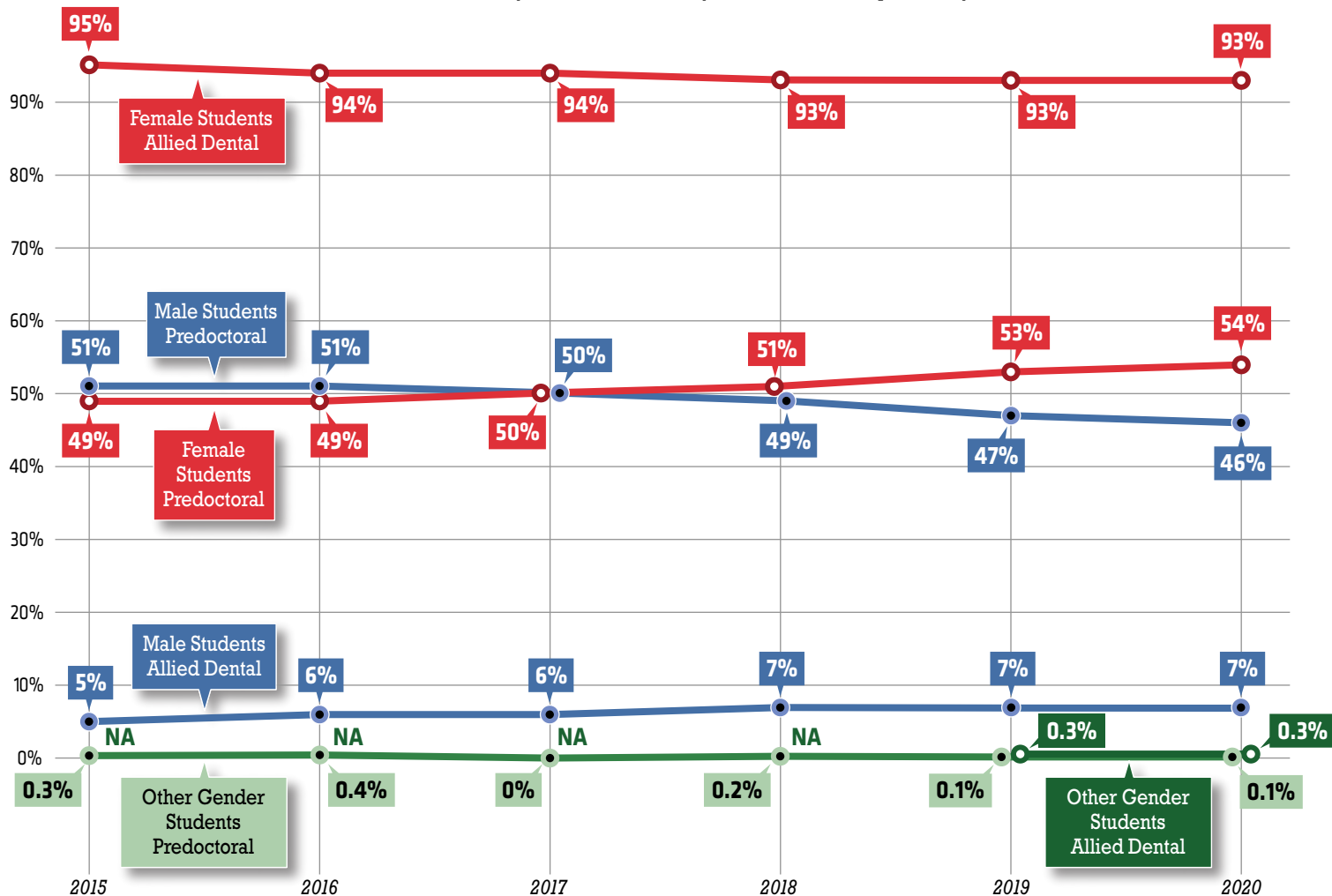
Notes: The "gender" question asks only three categories: "male", "female", and "do not wish to report". It provides data that the school enters, not self-reported to ADEA by faculty members. The ADEA Survey of Dental School Faculty 2018-19 is the most current survey available.

Source: American Dental Education Association, Survey of Dental School Faculty, 2013-14 and 2018-19.



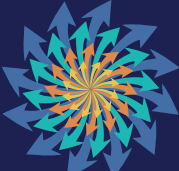
Gender Distribution of First-year Predoctoral and Allied Dental Students

In 2018-19, for the first time, the number of first-year women predoctoral students surpassed the number of first-year men students. This increase in first-year women students has continued to grow in the years since. Conversely, the number of first-year predoctoral students who identify as "other," which includes not reported gender, has steadily decreased over the past five years. Allied dental education programs continued to enroll mainly women in the first-year class over the past five years.



Notes: Percentages may not total 100% because of rounding. American Dental Association (ADA) first-year enrollment for predoctoral students by gender includes repeaters. The ADA does not specify if the first-year enrollment in allied dental education programs represents only first-time enrollees or includes repeaters. ADA introduced an "Other" gender category for predoctoral students in 2015-16 and for allied dental students in 2018-19. This category collects responses for those who prefer not to report gender, do not identify as either male or female, or whose gender is not available.

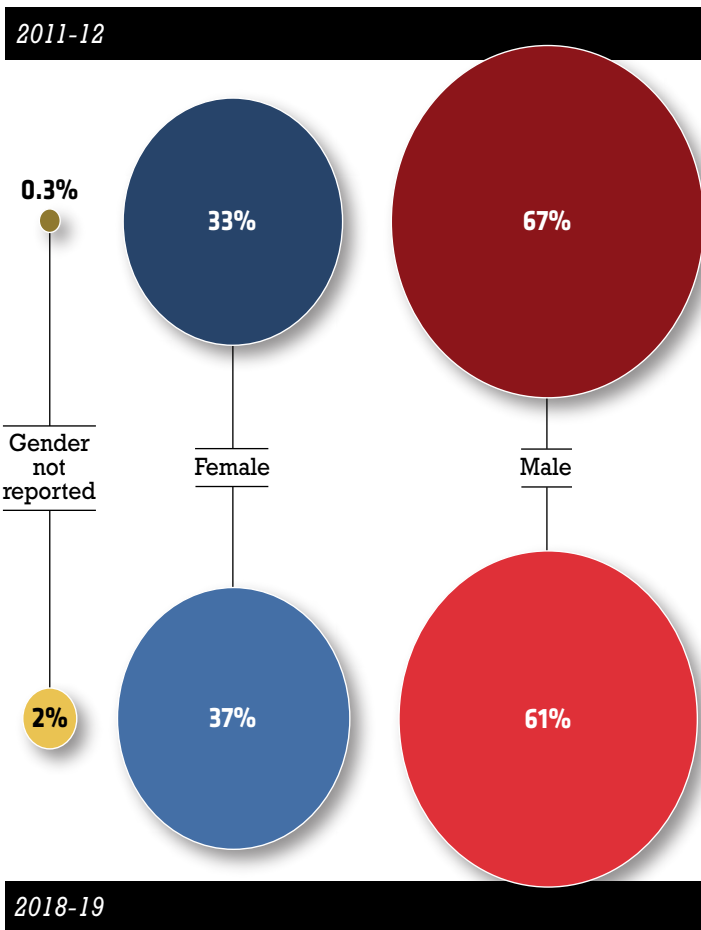
Sources: American Dental Association, Health Policy Institute, Surveys of Dental Education, Surveys of Dental Hygiene Education Programs, Surveys of Dental Assisting Education Programs, Survey of Dental Laboratory Technology Education Programs, 2015-16 to 2020-21.



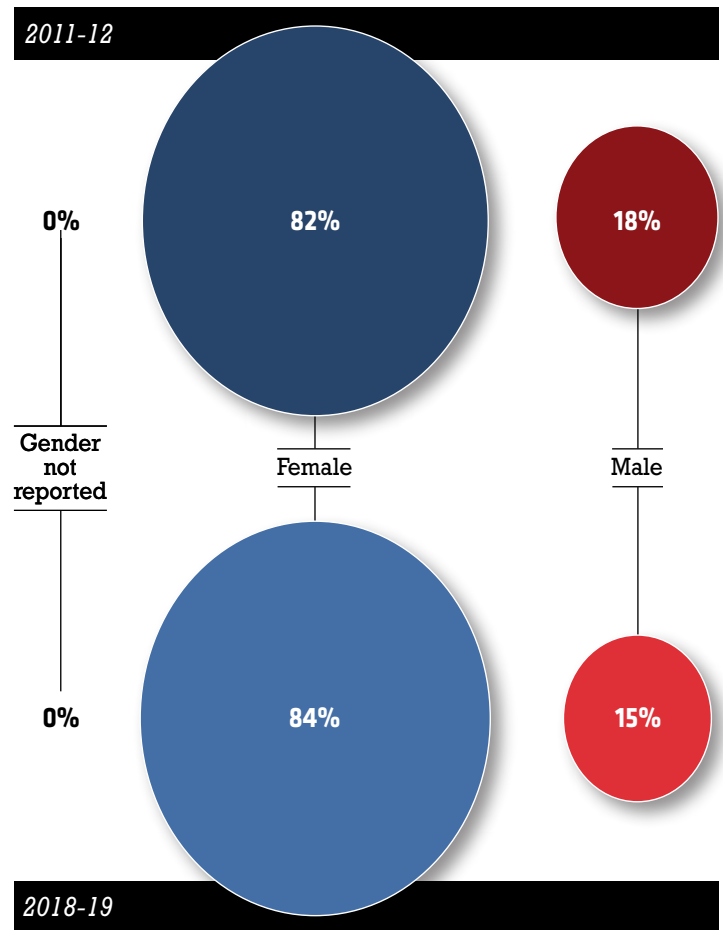
Women Faculty in Academic Dentistry

Women are increasingly a larger proportion of faculty in dental schools and accredited allied dental education programs. At dental schools, there is a trend toward more women, along with a growing share of faculty not wishing to report their gender or not identifying as either male or female. Faculty at accredited allied dental programs is majority women, and the percentage increased slightly in seven years.

Faculty at U.S. Dental Schools

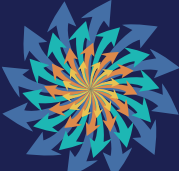


Faculty at U.S. Accredited Allied Dental Education Programs



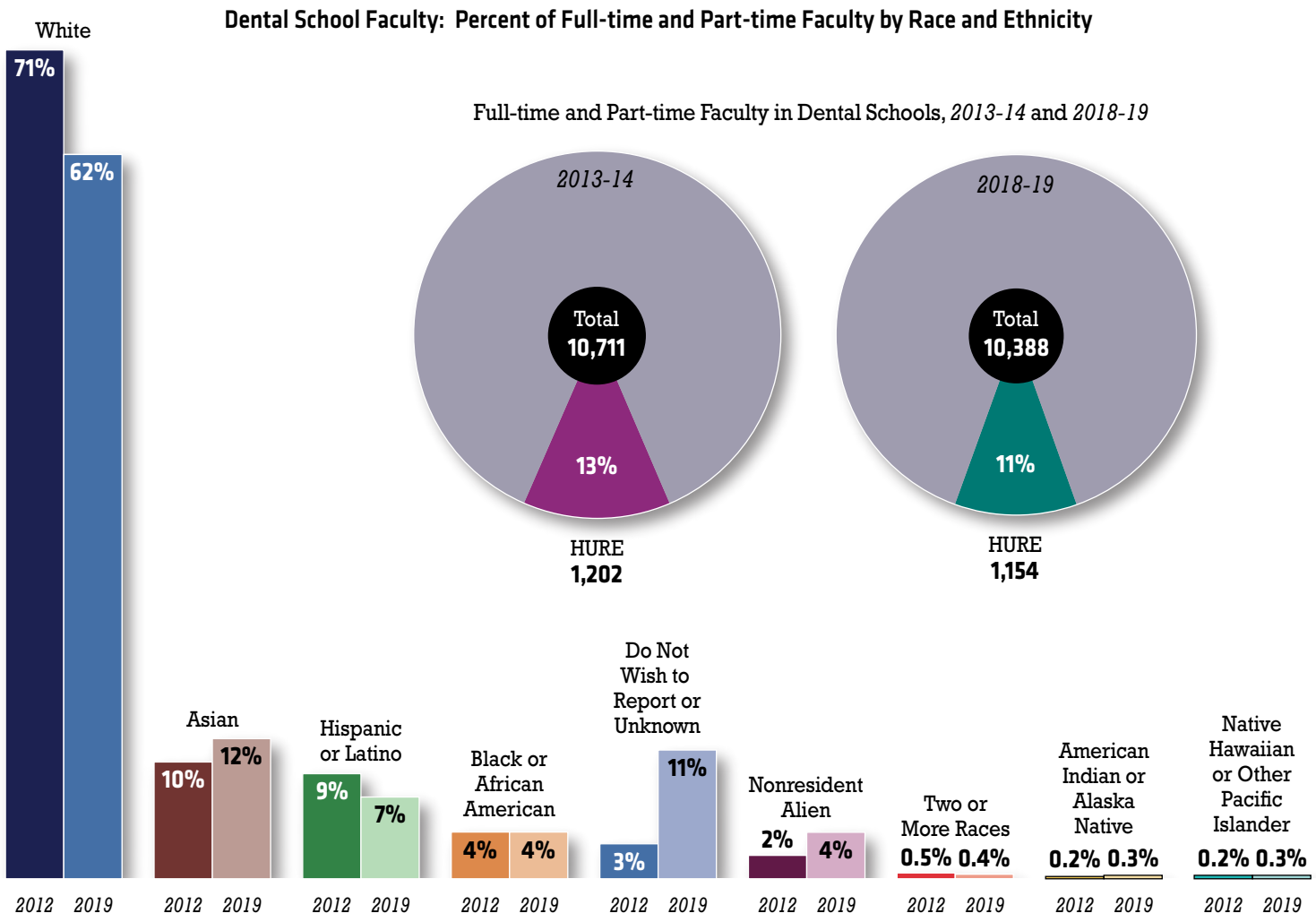
Notes: Dental school faculty includes faculty teaching predoctoral, allied dental and advanced dental education students at accredited U.S. dental schools. Therefore, there may be overlap between the dental school and allied dental education faculty counts. ADA reports only "male" and "female" gender categories for faculty at allied dental education programs. Until 2018-19, the ADEA U.S. Dental School Faculty Survey collected the following gender data: "male," "female" and Until 2018-19, the ADEA U.S. Dental School Faculty Survey collected the following gender data: "male," "female" and "do not wish to report." 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. The schools enter the "gender" data, it is not self-reported by faculty members.

Source: Analysis of ADEA, 2011-2012 and 2018-19 U.S. Dental School Faculty Survey; American Dental Association, Health Policy Institute, 2011-2012 to 2018-19 Surveys of Dental Hygiene Education Programs, of Dental Assisting Programs, and of Dental Laboratory Technology Programs.



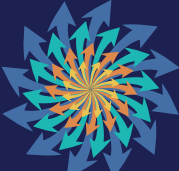
Diversity in Academic Dental Faculty

Between 2011-12 and 2018-19, the number of historically underrepresented racial and ethnic (HURE) faculty members in dental schools has declined. In the five-year period between 2013-14 and 2018-19, the number of HURE faculty members (full- and part-time combined) has decreased slightly.



Notes: Percentages may not total 100% because of rounding. 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. Historically Underrepresented Race and Ethnicity (HURE) faculty includes the following four race and ethnic categories: African American, Hispanic or Latino, American Indian or Alaska Native, and Native Hawaiian or Other Pacific Islander. These four race and ethnic categories are defined by the U.S. Department of Education for reporting data from higher education institutions.

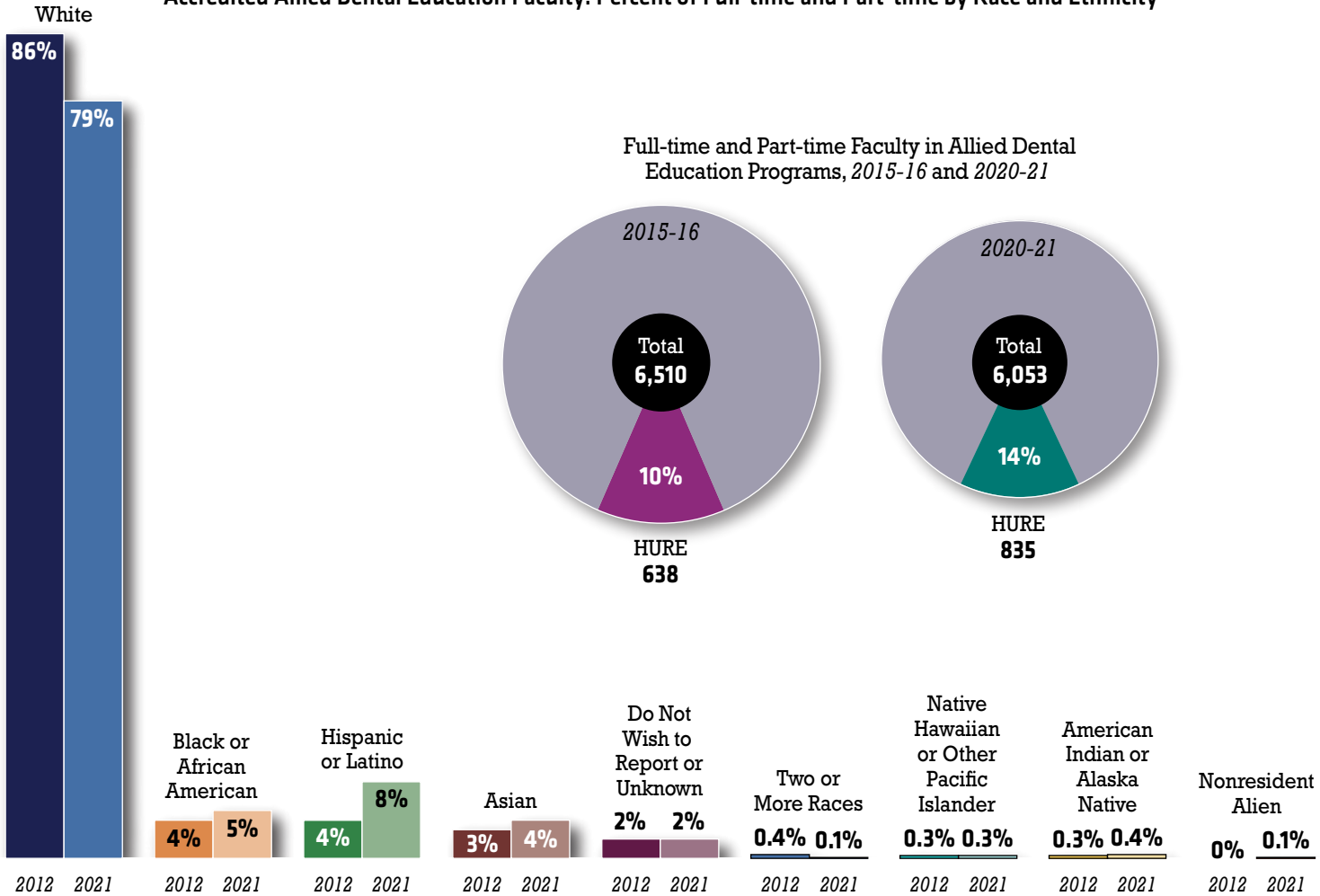
Sources: American Dental Education Association Survey of U.S. Dental School Faculty, 2011-12, 2013-14 and 2018-19.



Full-time and Part-time Faculty in Accredited Allied Dental Programs, 2012 and 2021

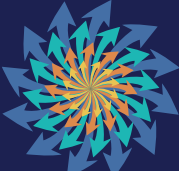
Between 2011-12 and 2020-21, the number of historically underrepresented racial and ethnic (HURE) faculty members in accredited allied dental education programs increased. The biggest increase was among Hispanic or Latino faculty members (four percentage points). In the period between 2015-16 and 2021, the share of HURE faculty members (full- and part-time combined) increased by four percentage points.

Accredited Allied Dental Education Faculty: Percent of Full-time and Part-time by Race and Ethnicity



Notes: Percentages may not total 100% because of rounding. Historically Underrepresented Race and Ethnic (HURE) faculty includes the following four race and ethnic categories: African American, Hispanic or Latino, American Indian or Alaska Native, and Native Hawaiian or Other Pacific Islander. These four race and ethnic categories are defined by the U.S. Department of Education for reporting data from higher education institutions.

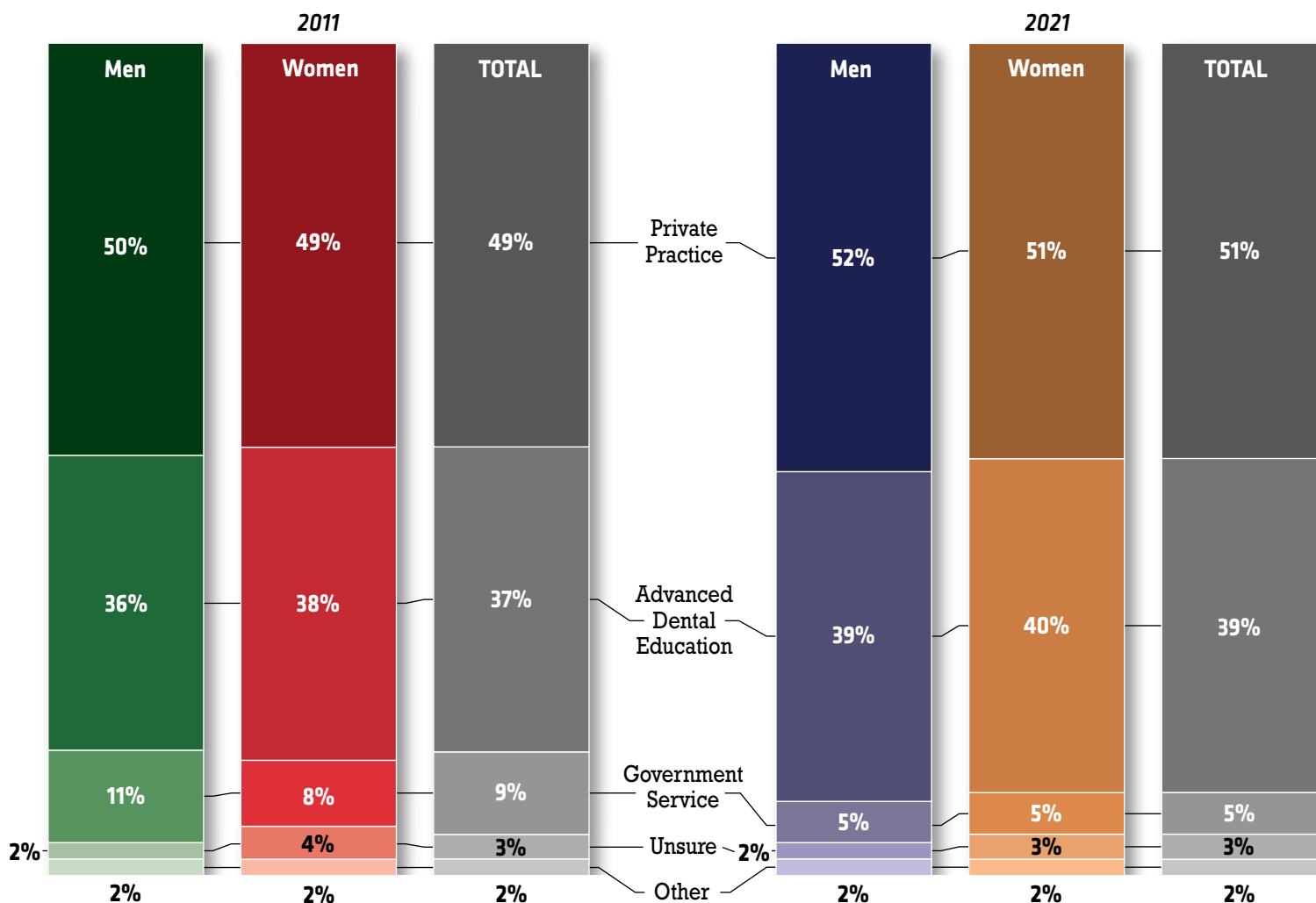
Sources: Analysis of American Dental Association, Health Policy Institute, Surveys of Dental Hygiene Education Programs, Surveys of Dental Assisting Education Programs, Survey of Dental Laboratory Technology Education Programs, 2011-12, 2015-16 and 2020-21.



Predoctoral Dental Students and Advanced Dental Education

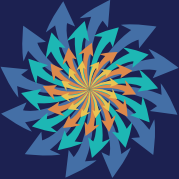
While slightly over half of all dental school seniors in 2021 planned to go into private practice, the proportion of respondents planning to attend advanced education programs continues to rise. In 2021, more women than men predoctoral seniors who responded to ADEA's survey planned to pursue advanced education, consistent with the trend over the past 10 years.

Percentage of Survey Respondents by Immediate Professional Plans Upon Graduation, 2011 and 2021



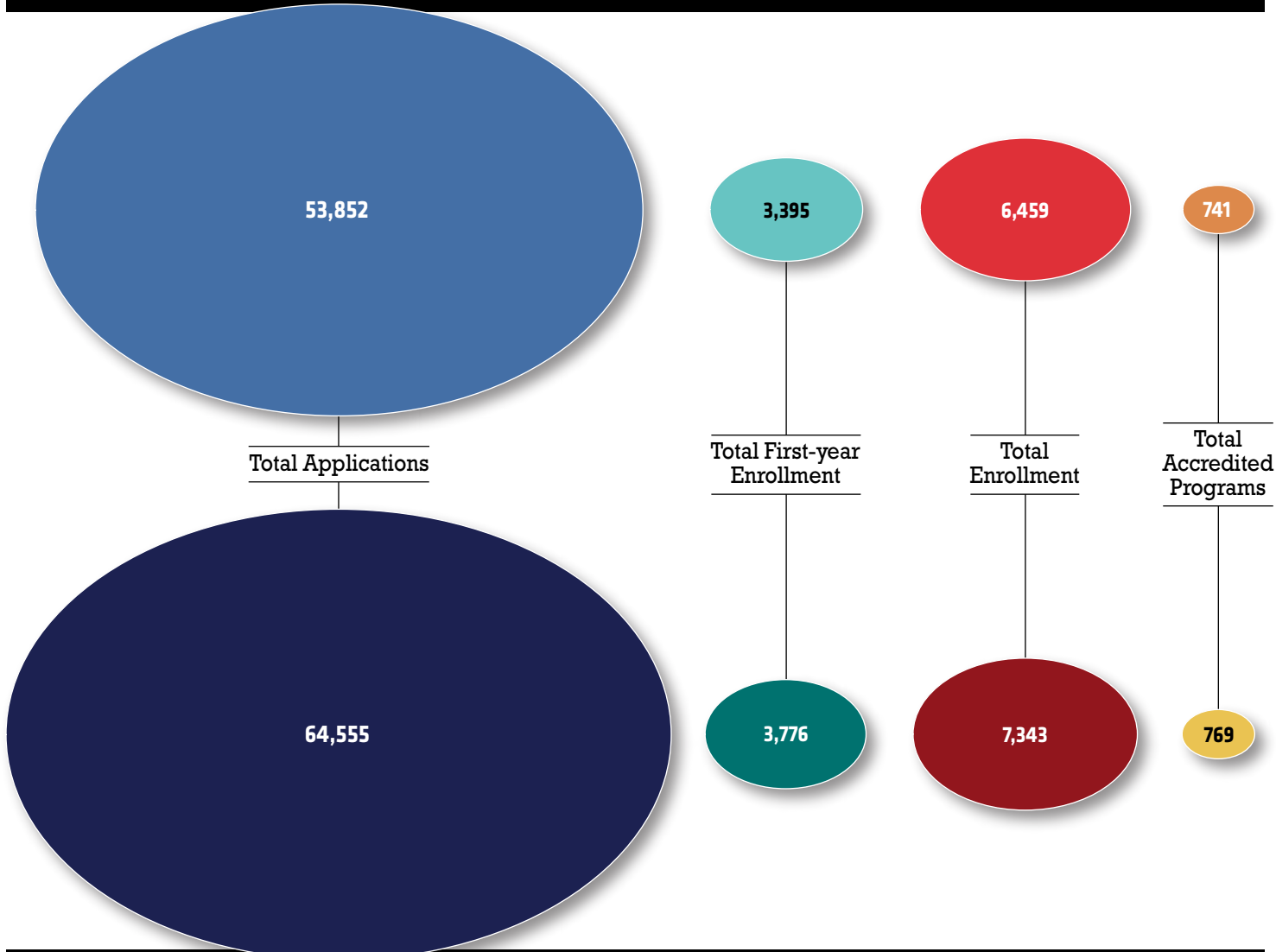
Notes: The total number of survey respondents who provided information about their immediate plans after graduation in 2021 is 2,728--1,141 identified as men and 1,485 as women. In 2011 the total was 4,024--2,157 men and 1,860 women.

Sources: American Dental Education Association (ADEA) Surveys of Dental School Seniors, Classes of 2011 and 2021.



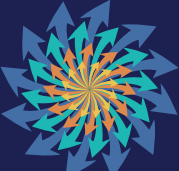
Overview of Applications to and Enrollments in Accredited Advanced Dental Education Programs

2011-12



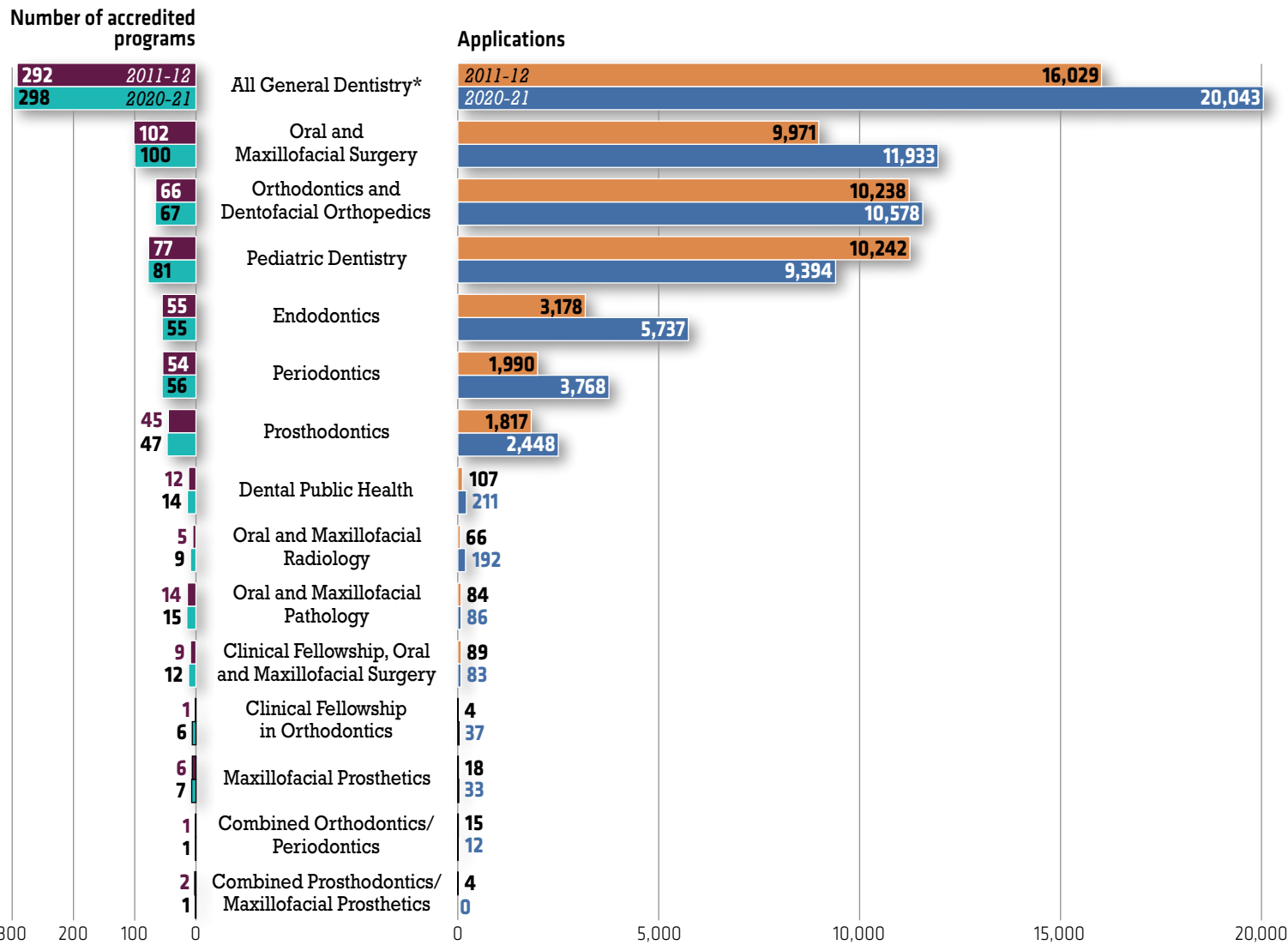
2020-21

Source: American Dental Association, Health Policy Resources Center, 2011-12 and 2020-2021 Surveys of Advanced Dental Education.



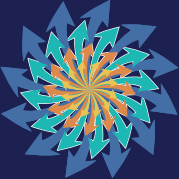
Applications to Accredited Advanced Dental Education

Overall, between the 2010-11 and 2020-21 academic years, the number of applications to the majority of accredited advanced dental education programs have increased. Applications to pediatric dentistry programs have declined.



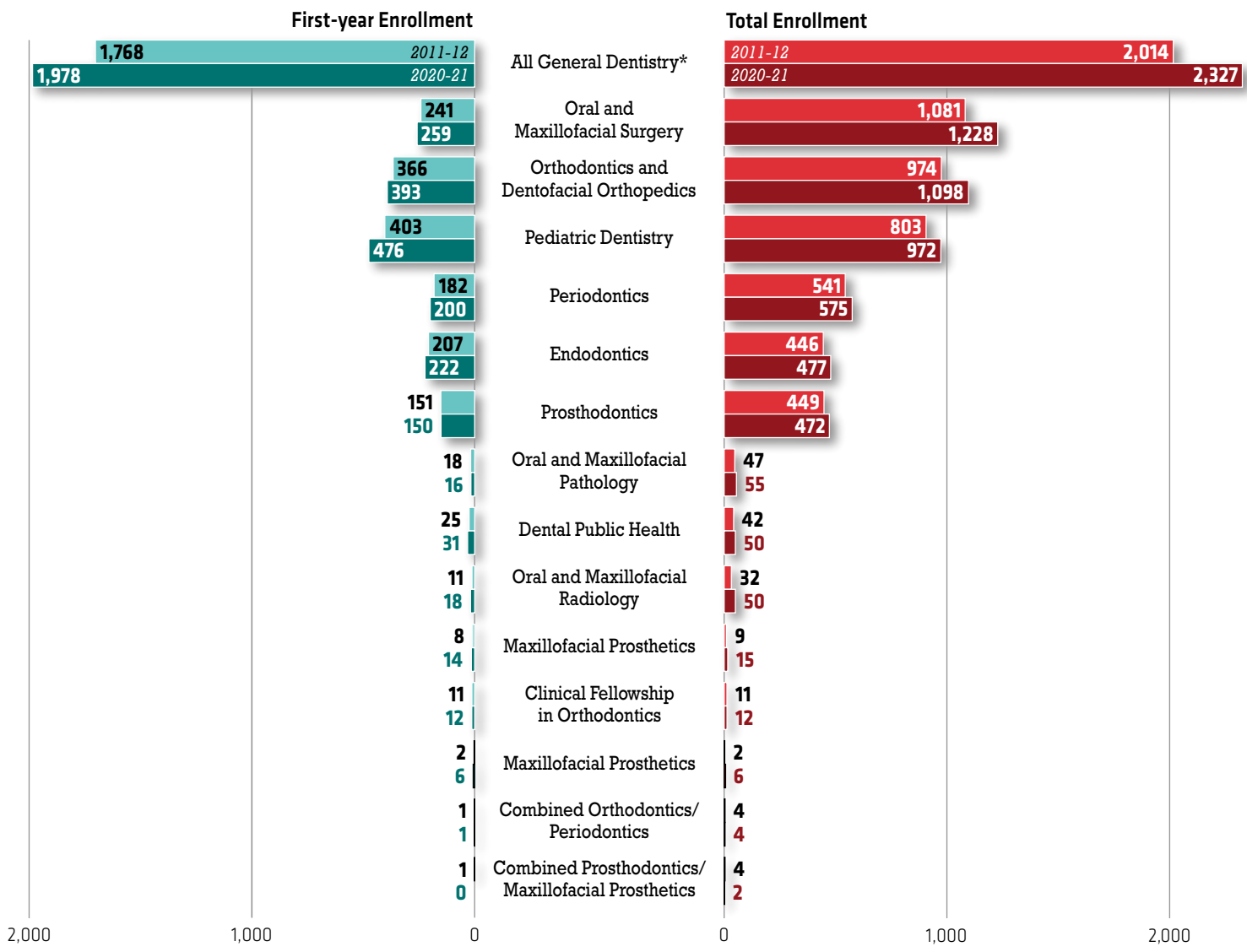
Notes: All General Dentistry includes General Practice Residency, Advanced Education in General Dentistry, Dental Anesthesiology, Orofacial Pain, and Oral Medicine. Application figures represent the total number of applications examined by all programs, and counts applicants more than once if they applied to multiple programs. The number of programs reflects the number of accredited advanced dental education programs in operation in the specified academic year.

Source: American Dental Association, Health Policy Resources Center, 2011-12 and 2020-2021 Surveys of Advanced Dental Education.



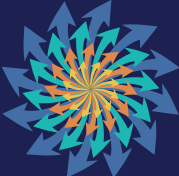
First-year Enrollment in Accredited Advanced Dental Education

Overall, between the 2010-11 and 2020-21 academic years, first-year enrollment and total enrollment in the majority of advanced dental education programs have increased as more dental school graduates pursue advanced dental education.



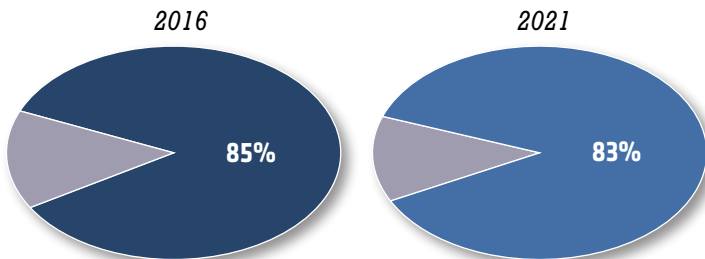
Notes: All General Dentistry includes General Practice Residency, Advanced Education in General Dentistry, Dental Anesthesiology, Orofacial Pain, and Oral Medicine. The number of programs reflects the number of accredited advanced dental education programs in operation in the specified academic year.

Source: American Dental Association, Health Policy Resources Center, 2011-12 and 2020-2021 Surveys of Advanced Dental Education.

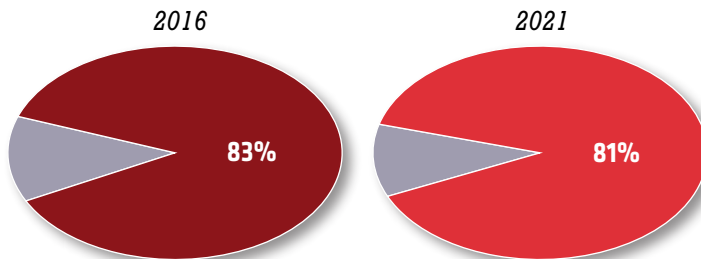


A Look at Education Debt

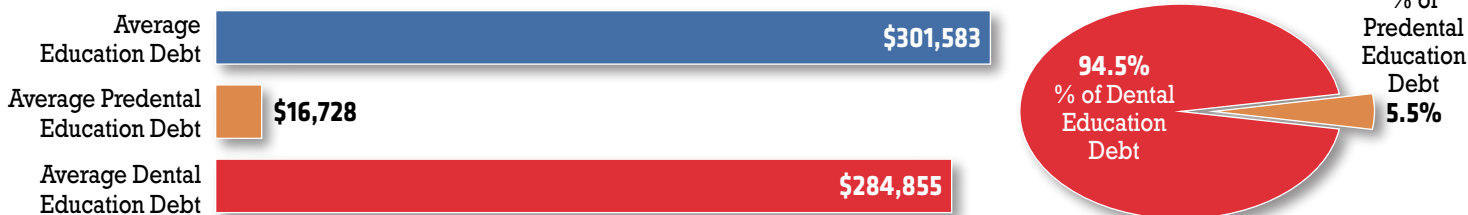
Percentage of Respondents Graduating With Education Debt



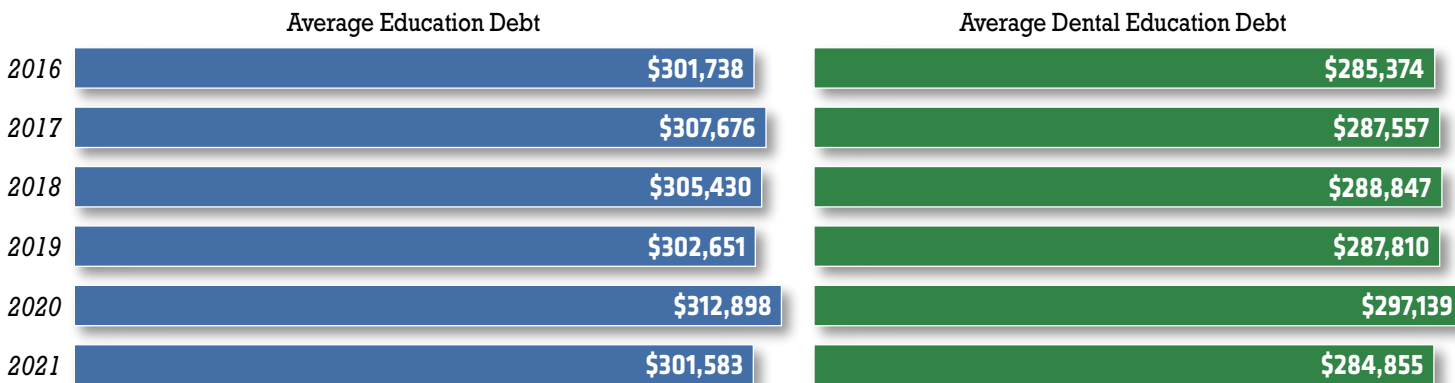
Percentage of Respondents Graduating With Dental Education Debt



Survey Respondents With Education Debt Upon Graduation in 2021:

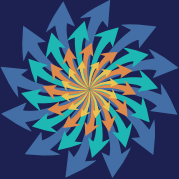


Average Education Debt and Average Dental School Debt, 2016 to 2021, in 2021 Dollars



Notes: Education debt is an aggregation of pre-dental education debt and dental education debt. The number of respondents to this question in 2016 was 4,376 for education debt and 4,420 for dental education debt and in 2021 was 2,661 for education debt and 2,661 for dental education debt. The debt values were adjusted to inflation with an average of the monthly Consumer Price Index for all Urban Consumers (CPI-U), no seasonally adjusted, covering the respective academic year (June-July).

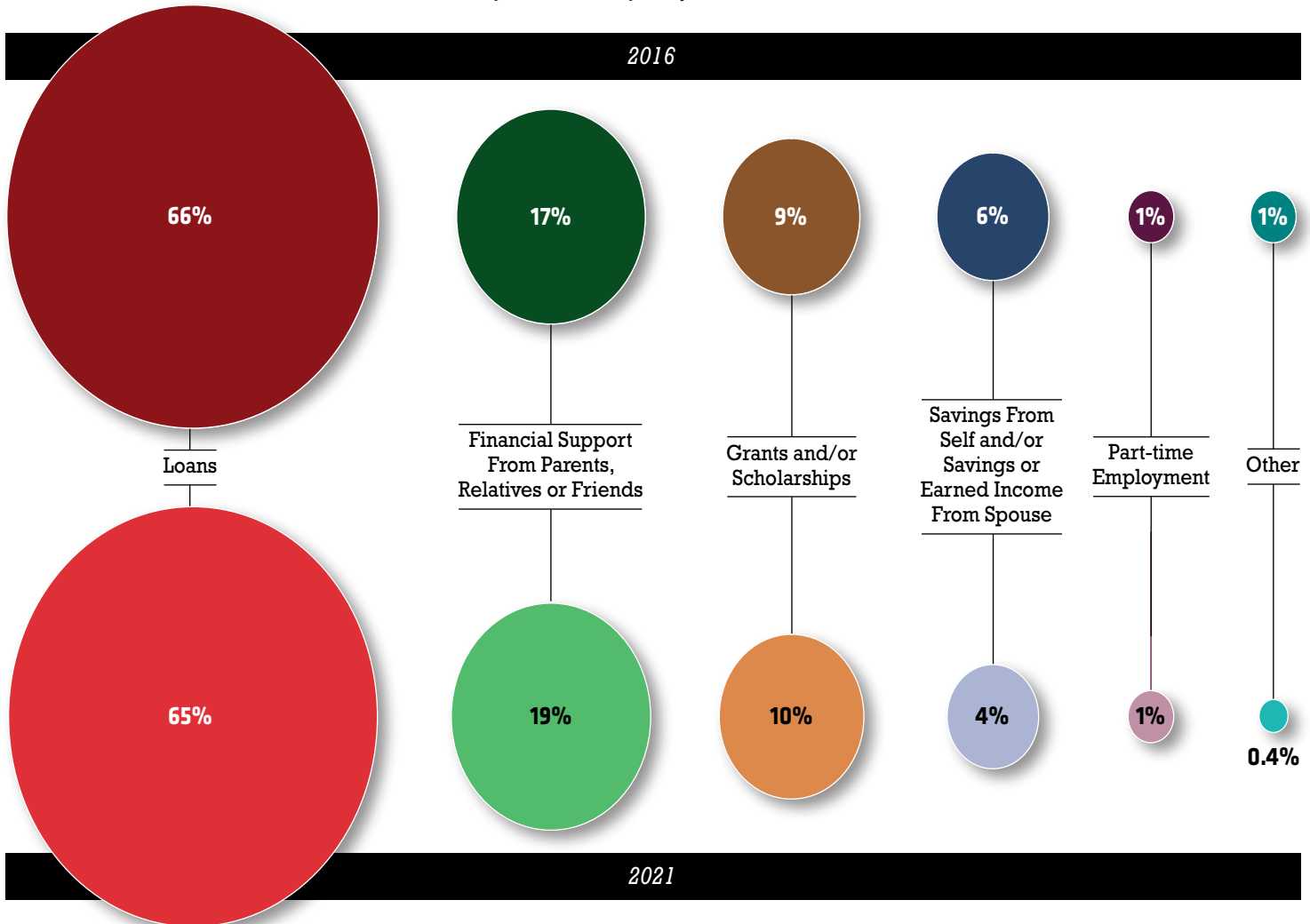
Sources: 2016 and 2021 American Dental Education Association, U.S. Surveys of Dental School Seniors. For the Consumer Price Index for all Urban Consumers (CPI-U), see U.S. Bureau of Labor Statistics (BLS), Consumer Price Index for All Urban Consumers (CPI-U): U. S. city average, by expenditure category, <https://www.bls.gov/news.release/cpi.t01.htm>



How Are Students Paying for Dental School?

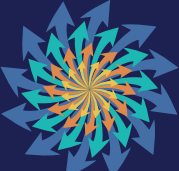
Graduating dental school seniors in the Class of 2021 are funding their dental education with loans and using grants and scholarships at about the same rate as the seniors in the Class of 2016. Federal loans remain the top source of financing dental school.

Funding Sources for Dental Doctoral Education, Average of the Percentage of Each Funding Source as Stated by ADEA Survey Respondents, 2016 and 2021



Notes: Percentages may add up to more than 100% due to rounding. The number of respondents to this question was 4,530 in 2016 and 2,738 in 2021.

Sources: 2016 and 2021 American Dental Education Association, U.S. Surveys of Dental School Seniors.



Dentistry: A Rewarding Career

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 8%, equating to 11,100 new dentist jobs through the year 2030



Employment of dental hygienists is projected to grow 11% from 2020 to 2030, faster than the average for all occupations

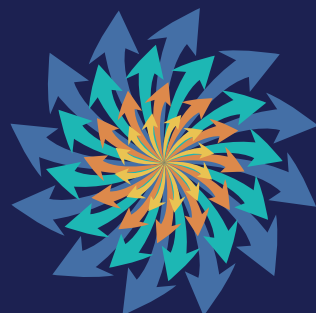
U.S. News & World Report 2022 Best Jobs:



Best of all: Dentists make a difference in the lives of their patients and in their communities.

Sources: U.S. News & World Report. 100 Best Jobs. Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, Dentists and Dental Hygienists. American Dental Association, Health Policy Institute, Income and Gross Billings.

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