Basic Program Information

Department Name:

Dental Assisting

Division Name:

Biological and Health Sciences

Program Mission(s):

The purpose of the dental assisting program is to educate students who will positively impact the oral health status of the community. This education will include courses in the basic, social and dental sciences, liberal arts and public health with emphasis on the clinical aspects of dental assisting practice. This education will provide the student with a foundation to pursue lifelong learning.

Please list all Program Review team members who participated in this Program Review:

Name	Department	Position
Cara Miyasaki	Dental Assisting	Program Director
Eloise Reed	Dental Assisting	Part-time instructor
Judy Yamamoto	Dental Assisting/Hygiene	Full-time instructor 50:50
Catherine Kornegay	Dental Assisting/Hygiene	Part-time instructor
Janet Schlechter	Dental Assisting/Hygiene	Part-time instructor
Liz Couch	Dental Assisting	Clinical Supervisor
Pia Lirag	Dental Assisting/Hygiene	Supervising Dentist/PT instr.
Hien Ho	Dental Assisting	Part-time instructor

Total number of Full Time Faculty:	1.5 (Judy Yamamoto 50%)
Total number of Part Time Faculty:	8

Please list all existing Classified positions:
Administrative Assistant : Truc Nguyen, Front Desk DH clinic and other duties (shared position with dental hygiene program) Support mandated by program accreditation.
Administrative Assistant: Kerry West, Allied Career Coordinator Shared among all allied health programs at the Foothill Campus

List all Programs* covered by this review & check the appropriate column for program type:

Program Name	Certificate of Achievement Program	Associate Degree Program	Pathway Program
Dental Assisting Program	X	X	N/A

* If you have a supporting program or pathway in your area for which you will be making resource requests, please analyze it within this program review (i.e. Integrated Reading and Writing, Math My Way, etc.) You will only need to address those data elements that apply.

Section 1: Data and Trend Analysis

a. Program Data:

Data will be posted on http://foothill.edu/staff/irs/programplans/programreviewdata.php for all measures except non-transcriptable completion. You must manually copy data in the boxes below for every degree or certificate of achievement covered by this program review.

Transcriptable Programs	2011-2012	2012-2013	2013-2014	% Change
A.S Degree	15	10	16	+ 60%
Certificate of Achievement	20	18	19	+5%

Please provide any non-transcriptable completion data you have available. Institutional Research does not track this data; you are responsible for tracking this data.

Non-Transcriptable Program	2011-2012	2012-2013	2013-2014	% Change
Example: Career Certificate	N/A			

If you have a non-transcriptable certificate that serves a workforce need, and/or has external certification, please provide a brief narrative explaining the industry need for this certificate, and attach any supporting data.

N/A

If it does not have external certification, and/or is not a workforce program, please provide a brief narrative justifying the need for a certificate that is not state approved, and attach any supporting data.

N/A

b. Department Level Data:

	2011-2012	2012-2013	2013-2014	% Change
Enrollment	483	498	530	+ 6%
Productivity (College Goal 2013-14: 535)	376	330	360	+ 9%
Success	476 (99%)	473 (95%)	520 (98%)	+ 3%
Full-time FTEF	0.9 (includes .03 overload)*	1.3 (includes 0.3 overload)	0.9 (includes 0.3 overload)	-30%

	*DA program director was also DH program director 2011-12			
Part-time FTEF	1.3	1.2	1.5	+25 %

c. Associate Degree Transfer (ADT)

There is a fall 2014 legislated deadline for approval of ADTs (AA-T/AS/T degrees). **If there is a Transfer Model Curriculum (TMC) available in your discipline/program, you are *required* to offer an approved AA-T/AS-T.** Indicate the status of your program's ADT:

Check one	Associate Degree Transfer Status
N/A	**State Approved**
N/A	**Submitted to State Chancellor's Office**
N/A	**Submitted to Office of Instruction**
N/A	**In Progress with Articulation**
N/A	**Planning Stage with Department**
N/A	**Not Applicable**

If you are required to offer an approved ADT and it has not been state-approved, please comment on the program's progress/anticipated approval date.

N/A

Using the prompts and the data from the tables above, provide a short, concise narrative analysis for each of the following indicators. If additional data is cited (beyond program review data sheet), please indicate your data source(s).

d. **Enrollment trends**: Over the last three years, is the enrollment in your program holding steady, or is there a noticeable increase or decline? Please comment on the data and analyze the trends.

The enrollment trends for the dental assisting program are steady. The Commission on Dental Accreditation (CODA) which is the accrediting body for the Foothill DA program mandates certain faculty to student ratios which influences the maximum number of students that should be admitted into the program at the start of the year. The program has not been in compliance with the program accreditation standards which should limit the enrollment to 24 students (due to mandated faculty to student ratios of 1:6 for radiology labs). The program has in the past accepted 2-4 more students above the mandated 24 to offset attrition which occurs each year. This practice usually worked except last year (2013-14), 28 students were accepted and 26 students finished the core

courses.

This year, 26 students were admitted and the following attrition has occurred:
1 drop = student dropped due to personal reasons the first week of Fall quarter
1 drop = student realized she was not going to be successful in the first week if Fall qtr.
2 drops = students were notified before the drop date in November of poor grades and/or lack of hand & eye dexterity and were encouraged to drop.
1 drop to part-time program = student notified of poor grades in clinical courses and dropped clinical courses to remain in program part-time.

The next accreditation site visit by CODA will be in 2018. The program must only admit 24 students for the next three years in order to be in compliance due to reporting obligations in the 2018 self-study. Therefore, it will be expected to have a lower enrollment trend for the next academic year and possibly the following two years.

e. **Student Demographics:** Please comment on the enrollment data, comparing the program-level data with the college-level data. Discuss any noticeable differences in areas such as ethnicity, gender, age and highest degree.

Ethnicity	DA Program 2011-12	DA program 2012-13	DA Program 2013-14	DA Program Average	College Average 2013-14
African American	8%	0	4%	3%	5%
Asian	29%	30%	51%	37%	25%
Decline to state	0	4%	4%	3%	10%
Filipino	4%	0	4%	3%	5%
Lantino/a	25%	24%	15%	21%	21%
Native American	0	0	0	0	1%
Pacific Islander	0	0	0	0	1%
White	34%	42%	22%	33%	31%

Gender	DA Program 2011-12	DA program 2012-13	DA program 2013-14	DA program Average	College Average 2013-14
Male	0	1	0	6%	49%
Female	100%	100%	100%	94%	51%

Age	DA program 2011-2012	DA program 2013-14	DA program average	College 2013-14
19 or less	10%	5%	7.5%	19%
20-24	43%	53%	69.5%	42%
25-39	34%	6%	37%	26%
40+	14%	10%	19%	12%

Highest Degree	DA Program 2012-13	DA program 2013-14	DA program average	College 2013-14
BA/BS	13%	26%	19.5%	15%
AA/AS	18%	9%	13.5%	4%
All Other	69%	65%	67%	80%

Charts for comparison are listed above. The student population for the dental assisting program can vary greatly from year to year. The faculty thought it would be better to look at averages from several years instead of just discussing the prior year.

Ethnicity
The ethnic breakdown of students in the dental assisting program closely resembles the college averages. However for the 2013-14 academic year, there was an unusual amount of Asian students who applied and were admitted in the program.

Gender
As expected, there is a much higher number of female students compared to male students. For the 2014-15 academic year, the program admitted 3 male students.

Age
Over the past two years, the program admitted about 10% more students in the 19 or less and 25-39 age ranges. Furthermore, the program admits approximately 30% more students in the 20-24 age range compared to the college average. The fluctuation in ages cannot be accounted.

Highest Degree
The program average for BA/BS degrees is close to the college average. The students in the program had an approximate 10% higher rate for the AA/AS degree. The dental assisting program attracts different types of students, however, there is no data to explain the differences of the program compared to the college averages.

f. **Productivity**: Although the college productivity goal is 535, there are many factors that affect productivity, i.e. seat count/facilities/accreditation restrictions. Please evaluate and discuss the productivity trends in *your program*, relative to the college goal and any additional factors that impact productivity. If your productivity is experiencing a declining trend, please address strategies that your program could adopt to increase productivity.

The productivity for the dental assisting program is 360.

The dental assisting program has accreditation guidelines for lab and clinic which limit the number of students in the lab or clinic. The ratio of faculty to students in radiology and clinical practice sessions must be 1:6 and the ratio for lab must be 1:12. The faculty to student ratios limit the productivity of the program. Therefore, the productivity for the program is "capped". Variations in the productivity can only be expected from student attrition during the academic year since the program admits one class in September and most of those students finish the program at the end of June the following year.

This year, the program lost 4 students:
- 1 student dropped for personal reasons the first week of class
- 1 student dropped the first week of class because she realized she would not be able to be successful in the program due to her limited English
- 2 students dropped before the drop date after being notified of poor grades and poor hand-eye dexterity

Productivity Strategy
In order to minimize attrition and be in compliance with the Commission on Dental Accreditations the DA program will only admit students who have a high school diploma or equivalent. The program has been admitting students with hardship cases if they are unable to obtain their transcripts usually from a foreign country.   The applicants would write a letter of hardship explaining their predicament. For the 2015-16 academic year, the program changed the application procedures to better align with the CODA standards and will only consider applicants who have submitted high school transcripts or a GED. Foreign transcripts which are not in English will have to be evaluated by a credentialed company and submitted to the program. The program will be evaluating whether this makes a difference with the attrition rate.

g. **Course Offerings:** Review the enrollment trends by course and consider the frequency, variety, demand, pre-requisites, etc. If there are particular courses that are not getting sufficient enrollment or are regularly cancelled due to low enrollment, please discuss how your program is addressing this issue.

The dental assisting program has core courses which must be taken for the certificate or AS degree. The program does not plan to add, remove, or revise courses for the next year or so.

h. **Curriculum and SLOs:** Comment on the currency of your curriculum, i.e. are all CORs reviewed for Title 5 compliance at least every five years and do all prerequisites and co-requisites undergo content review at that time? If not, what is your action plan for bringing your curriculum into compliance (Please use reports from the Curriculum Office to help you complete this prompt)?

The CORs for the dental assisting program are all in compliance for Title 5.

i. Curriculum and SLOs: What are you doing to ensure that your curriculum is congruent with the most recent developments in your discipline?

The program is required by the Commission on Dental Accreditation to have a curriculum management plan. The program must frequently evaluate curriculum, discuss deficiencies, query student and graduates concerning the course content and keep current by attending local, state, and national meetings for currency. The core curriculum and curriculum management plan is discussed at the Fall faculty meeting. At that time, the following surveys are reviewed (again):
- Quarterly surveys for the previous Fall, Winter and Spring quarters
- Yearly alumni surveys
- Employer surveys
- Previous year graduate surveys

In addition to the surveys, CODA mandates that there must be a record of all student complaints and actions taken. The program director aggregates any student comments for a particular class and gives them to the instructor of record on a form titled "Course Curriculum Planning Guide". Complaints regarding the program and not a particular class or classes are aggregated together and discussed at the Fall meeting. A record of the instructor response which may include a change in the curriculum is recorded by the program director and kept in the complaint log book.

The most recent changes for the dental assisting discipline were placed into California law in January 2010. There were new duties assigned to dental assistants and also the state required that Pit and Fissure Sealants were being taught by January 2010 for all dental assisting programs approved at the state level. Starting in 2005, The faculty attended training at local and state educator meetings. The program director and one faculty joined the Bay Area Educators Group which was a small group of Northern California dental assisting program directors and faculty which met once a month or every couple of months for intensive training. The Foothill College dental assisting program faculty revised the curriculum and added a Pit and Fissure Sealant course by the 2008-2009 academic year well in advance of the mandated January 2010 date.

Lead course instructors are responsible for the SLOs for their course. Reminders are sent out by the program director to maintain current SLOs. Although SLOs are helpful for information concerning a particular course, the faculty find the most helpful information from the quarterly surveys distributed by the program director.

j. **Innovation**: Please comment on any innovative initiatives within your program, this could include areas regarding sustainability, stewardship of resources, collaboration, grants and/or curriculum.

In 2014, the program director applied for and received a grant from the Health Workforce Initiative, Bay Area Region for a pilot project to assist program directors and faculty with teaching the hands-on licensure exam procedures to their students. In July 2014, the program director and two part-time faculty conducted the pilot project which was held over one weekend. The Foothill College dental assisting students benefited from the project because they were able to take a mock board exam as part of the project. Invited program directors and faculty were calibrated on the procedures and then participated in a mock board exam with Foothill College dental assisting students. Overall the survey results were very positive with less than 1% dissatisfaction. The project was so successful the project is approved again for this year. The pilot project has been approved for a second time and will be held during the 2014-15 academic year. The program director and division dean are applying for a regional CTE grant to fund much needed instruments and materials for the project.

Section 2: Student Equity and Institutional Standards

As part of an accreditation requirement, the college has established institution-set standards across specific indicators that are annual targets to be met and exceeded. Please comment on how these indicators compare at your program level and at the college level. (For a complete description of the institutional standard, please see the instructional cover sheet)

a. Institutional Standard for Course Completion Rate: 55%
Please comment on your program's course success data, including any differences in completion rates by student demographics as well as efforts to address these differences.

Ethnicity	DA program 2011-12	DA Program 2012-13	DA Program 2013-14	DA Program Average	College Average 2013-14
African American	100%	0	100%	100%	60%
Asian	100%	89%	97%	95%	81%
Decline to state	100%	100%	100%	100%	83%
Filipino	100%	0	100%	100%	75%
Lantino/a	96%	98%	97%	97%	69%
Native American	0	0	0	0	73%
Pacific Islander	0	0	0	0	67%
White	99%	97%	100%	99%	80%

Gender	DA program 2012-13	DA program 2013-14	DA program Average	College Average 2013-14
Male	0	100%	100%	76%
Female	96%	98%	97%	78%

Age	DA program 2011-2012	DA program 2013-14	DA program average	College 2013-14
19 or less	100%	78%	89%	78%
20-24	99%	99%	99%	74%
25-39	92%	100%	96%	79%
40+	87%	100%	94%	83%

> Course success rates for the dental assisting program are higher than the college for target ethnic groups, age, and gender. Students are closely monitored by the program director and faculty. Referral to psychological services and other support resources on campus can assist students to have successful outcomes.

b. Institutional Standard for Degree Completion Number: 450
Has the number of students completing degrees in your program held steady or increased/declined in the last three years? Please comment on the data, analyze the trends, including any differences in completion rates by student demographics.

Transcriptable Programs	2011-12	2012-13	2013-14	% Change
A.S. Degree	15	10	16	60%
Certificate of Achievement	20	18	19	5%

> The number of A.S. degrees has increased by 60% over the previous year. However, The number of certificates and degrees awarded varies from year to year. The program is open to anyone who has a high school diploma or higher, therefore, the students in the program can range from recent high school graduates, students with their Bachelor's degree, returning students, and single mothers. Parents whose children are older enroll in the program to start a new career as well.
>
> All students who attend the dental assisting program need the Certificate of Achievement to take the California licensure exams for dental assistants. The employers (dentists) consider the California licensure for salary negotiations. The AS degree is not necessary nor do dentists consider the degree when hiring a dental assistant. Nevertheless, the dental assisting faculty encourage the students to pursue lifelong learning and if possible to acquire their AS degree or higher.
>
> Dental assisting is an entry level program. Many students continue with their education to pursue other careers in dentistry or other healthcare fields. Currently, there are 6 previous Dental Assisting graduates in the dental hygiene program and 1 student in the respiratory therapy program at Foothill College. A small number of students pursue their dental degree.

c. Institutional Standard for Certificate Completion Number (Transcriptable): 325

In 2013-14, the number of students who received a Certificate of Proficiency from the program held steady. Some of these students who were eligible for the A.S. degree also petitioned for the certificate so the number is inflated.

d. Institutional Standard for Transfer to four-year colleges/universities: 775

N/A

r
le

Section 3: Core Mission and Support

Please address all prompts that apply to your program.

Basic Skills Programs (English, ESLL and Math): For more information about the Core Mission of Basic Skills, see the Basic Skills Workgroup website: http://foothill.edu/president/basicskills.php

a. **Please comment on progression in sequenced courses, including ladder programs, alternative pathways and supplemental instruction. How successfully do students progress through the course sequence or pathways?**

Many students who enter the Dental Assisting Program are unprepared for the rigors of the program. Over the course of the year, students learn to become master students by learning good study skills, having good attendance records, and successfully completing the program. A basic skill such as English mastery is improved and students must graduate with a certain level of English competency.

b. **Based on your analysis of student success in these pathways, what initiatives or strategies are being considered to increase student success?**

Students must have a grasp on the English language to be competent as dental assistants. The lab evaluations have a communications component where students must explain what they are doing as they are mixing or doing a procedure. This past year, the "Writing Lab" on campus has been invaluable to help students be successful with their written assignments.

Transfer Programs: For more information about the Core Mission of Transfer, see the Transfer Workgroup website: http://foothill.edu/president/transfer.php

a. **Please analyze and discuss the available Transfer data regarding your programs, and discuss strategies or initiatives to improve transfer rates.**

The program does not track transfer data. However, there are currently two DA graduates attending the University of California, Davis and plan to go to dental school.

However, the program tracks graduates of the program with a survey 6 months following graduation. The survey for 2013-14 will be sent in January 2015. The 2012-13 graduating class has 2 graduates in an allied health program at Foothill College. The remaining students are employed in private practice.

b. **Please analyze and discuss Articulation data regarding this program.**

N/A

Workforce Programs: For more information about the Core Mission of Workforce, see the Workforce Workgroup website: http://www.foothill.edu/president/workforce.php

c. **Discuss how this program continues to meet a documented labor market demand?**

Graduates of the dental assisting program are prepared to enter the workforce immediately upon graduation. The Bureau of Labor Statistics states the following:

"Employment of dental assistants is projected to grow 25 percent from 2012 to 2022, much faster than the average for all occupations".

The dental assisting program director and faculty receive requests from dentists for temporary or permanent dental assistants. In addition, the dental hygiene faculty and their graduates also are in contact with the program when a need arises for a dental assistant. For this year as in the past years, the need outweighs the graduates available to fill those positions. The program director contacted the San Mateo City College Dental Assisting Program Director in an attempt to direct dentists looking for dental assistants. The SM City College program director stated most if not all of her students were already fully employed.

Our students graduate in June, however the need for dental assistants is required by dentists year-round. For example, the Foothill College Job Board has 18 job postings from October 1, 2014 to November 18, 2014. Some dentists advertise on Craigslist for their staff. As of Nov, 28 to Nov 20 there were 6 advertisements for dental assistants or front desk staff.

d. **Analyze your program in relation to other programs in our region**, defined as San Mateo and Santa Clara counties.

The Foothill College Dental Assisting Program is in close proximity to several other CODA approved dental assisting programs (San Mateo Community College and San Jose City College). In addition, there are several private for-profit dental assisting programs in the San Jose or surrounding areas. The Bay Area is a well-populated area and there are many dentists who practice in the local and surrounding area. The level of education is equivalent for all CODA approved programs and all programs have some degree of overlap with internship dental offices. Whether the programs are CODA approved or private for-profit, they all seem to coexist without any difficulties. All programs tend to have dentists who are loyal to their local dental assisting programs and who often serve as advisory board members.

This year the UCSF Oral and Maxillofacial Department chair contacted the college to arrange for a special externship within their department for a few selected students. Foothill College is the only DA program contacted by this department. Also, a working relationship will be established with Appletree Dental in San Mateo this coming Spring. The program is also working with the VA to allow DA externs next year.

e. Discuss any job placement and/or salary data available for your students after graduation.

All students who graduate from the program have the ability to find and obtain a job. Here are the results of a survey given to the students just prior to graduation. As you can see, many of them were already offered jobs and were set to start working right after graduation.

Class of June 2014 (just prior to graduation)
- 16 offered a job (out of 24 respondents)
- 6 working part-time, 5 working full-time, 5 not working but looking, 5 returning to school full-time
- 3 working at $11-14/hr, 6 working at $15-18/hr, 1 working at $23 or above
- 1 in Sunnyvale, 4 in San Jose, 3 in Cupertino, 1 in Santa Clara, 2 in Palo Alto, 1 in Mt. View

Class of June 2013 (just prior to graduation)
- 12 offered a job (out of 20 respondents)
- 2 working part-time, 4 working full-time, 10 not working but looking
- 2 students working at $19-20/hr, 8 working at $15-18/hr, 1 working at $23 or above

f. Please analyze and comment on average salary/wage data in the region, defined as San

Dental Assisting	2013 jobs	2016 jobs	Median Hourly
San Mateo County	940	949	$23.43
Santa Clara County	2874	3136	$19.82

Sadly, a dental assistant would have to live frugally in order to remain in the Bay Area. The average family rental in Santa Clara County is $2,128.00*. The average 1 bedroom apartment is appx. $2100.00.

As indicated in the graduate survey, most graduates were being offered between $15-18/hr. If we calculated a yearly income for $20/hr the total yearly income would be 38,400. Taxes would be $11,520.00 which leaves a remaining $26,880.00. If the average 1 unit apartment is appx. 2,100.00 the yearly income of a dental assistant would only cover the rent and nothing else. The only way a dental assistant could afford to live in this area would be if they had a dual income household, lived with their parents, or lived with roommates.

*http://www.bizjournals.com/sanjose/news/2013/07/19/average-rent-now-2128-in-santa-clara.html?page=all

Mateo and Santa Clara counties.

g. **Program accreditation:** If applicable, please describe your program accreditation: the agency, the frequency of the process and the current status of the program by the accrediting body.

> The Foothill College Dental Assisting Program is accredited by the Commission on Dental Accreditation which is a non-biased entity of the American Dental Association. All CODA approved programs are accredited every seven years. To be accredited, the program must write a self-study prior to the site visit. The last self-study submitted by the program was approximately 1500 pages. Currently, the program is accredited without reporting requirements. The next site visit will be in 2018.

Service to the community: Please describe community service, outreach and special projects or initiatives that the program provides.

> DA graduates provide services to the public including placement of pit and fissure sealants, x-rays and coronal polishing. Also, this year the DA students will be required to perform community service for preschool dental screenings in January and February.

h. **Outcomes assessments:** If applicable, please describe additional means of outcomes assessment for the program, such as graduate surveys, alumni surveys, employer surveys, national and state licensing board exams, etc.

The program has additional outcome assessments such as:
- Quarterly surveys for each DA class
- Employer surveys
- Yearly alumni surveys
- Graduate surveys

Overall, the graduates and employers report satisfaction with the courses and the program (surveys attached).

In addition, the Dental Board of California publishes the outcomes of the three examinations taken by the students for licensure. The students take two written exams and one hands-on practical exam for licensure. Overall, the Foothill College Dental Assisting students score higher than the state average, the RDA school average, CODA approved school average. The program also scores higher than other programs in the immediate vicinity.

There are two written exams and one hands-on practical exam. The following are the results for Foothill College:

General written exam	Pass Percentage	State Average
2012	100%	66%
2013	100%	63%
YTD 2014	82%	64%

Law & Ethics written exam	Pass Percentage	State Average
2012	96%	57%
2013	96%	72%
YTD 2014	93%	64%

Practical hands-on exam	Pass Percentage	State Average
2012	96%	86%
2013	87%	86%
YTD 2014	83%	38%

P**lease attach minutes from your advisory board meeting(s) and discuss key issues, outcomes and action plans as a result of these meetings.**

> The Commission on Dental Accreditation (CODA) accredits the dental assisting program. The last CODA accreditation site visit for Foothill College Dental Asssisting Program was 2011; the status is "approval without reporting requirements". The next accreditation site visit will be 2018.   The advisory board minutes for 2014 are attached.

Section 4: Learning Outcomes Assessment Summary

a. **Attach 2013-2014 Course-Level** – Four Column Report for CL-SLO Assessment from TracDat, please contact the Office of Instruction to assist you with this step if needed.
See attached
b. **Attach 2013-2014 Program Level** – Four Column Report for PL-SLO Assessment from TracDat, please contact the Office of Instruction to assist you with this step if needed.
See attached

Section 5: SLO Assessment and Reflection

Based on your assessment data and reflections, please respond to the following prompts:
a. **What curricular, pedagogical or other changes have you made as a result of your CL-SLO assessments?**

> **Lab evaluations**
> Formal one-on-one lab evaluations were needed earlier in the quarter to identify students who had difficulty with hand-eye coordination. For the 2014-15 academic year, one-on-one lab evaluations were given to students to identify students at risk prior to the last day to drop. This helped tremendously in identifying two students who could not perform a task after practicing in 3 lab sessions, 2 tests and 2 evaluations.

b. **How do the objectives and outcomes in your courses relate to the program-level student learning outcomes and to the college mission?**

Program Learning Outcomes
 • Graduates will demonstrate entry-level competency skills mandated by the Commission on Dental Accreditation and the Dental Board of California.
 • Graduates will value and implement proper radiation safety for patients, self, and others.

The objectives and outcomes for the program are all geared toward gaining minimal but acceptable competency for all of the dental assisting duties as outlined in the Dental Practice Act. In addition, the students must also be competent in any duties specified in the program's accreditation standards.

The SLOs are geared toward important aspects of dental assisting. As requested by the program's advisory board, dental assistants must take good x-rays. The students also produce a portfolio which is a collection of some of their work from each quarter. The portfolio is a capstone project and must be submitted and approved by the faculty at the end of the year. In the portfolio, the student is required as an SLO to demonstrate competency and also write reflection papers on how they are gaining or gained competency.

The outcomes, objectives and PLOs are related mainly to the college mission statement of workforce and equity. The students can be gainfully employed upon graduation with no additional educational requirements. The students relate to the college mission of equity because they are a diverse group of students, many from another country who have learned to work with each other, patients, and the dental staff regardless of their socioeconomic, ethnic, cultural, and disabilities.

c. **How has assessment of program-level student learning outcomes led to certificate/degree program improvements?   Have you made any changes to your program based on the findings?**

Program Learning Outcomes
 • Graduates will demonstrate entry-level competency skills mandated by the Commission on Dental Accreditation and the Dental Board of California.
 • Graduates will value and implement proper radiation safety for patients, self, and others.

The radiology department has a long term plan to replace old and existing equipment in addition to adopting newer techniques such as digital x-rays. This long term plan has been instrumental in acquiring replacement equipment each year by the program review process.

Each year the faculty review the portfolio project to discuss changes or revisions. This past year, the students were asked to use their smart phones or cameras to document certain procedures. For many lab projects students put something together i.e. periodontal dressing for surgical sites. Once the periodontal dressing is graded, the students learn how to remove the dressings which is also a duty assigned to them. There is no record other than the grade sheet. This year, the students were asked to print the images on color paper and submit them with their portfolio. This improved their portfolio because it documented many of the procedures they performed during the year.

d. If your program has other outcomes assessments at the program level, comment on the findings.

Include survey results here.

The program distributes a graduate surveys just prior to graduation.

In addition, the Dental Board of California publishes the outcomes of the three examinations taken by the students for licensure. The students take two written exams and one hands-on practical exam for licensure. Overall, the Foothill College Dental Assisting students score higher than the state average, the RDA school average, CODA approved school average. The program also scores higher than other programs in the immediate vicinity.

There are two written exams and one hands-on practical exam. The following are the results for Foothill College:

General written exam	Pass Percentage	State Average
2012	100%	66%
2013	100%	63%
YTD 2014	82%	64%

Law & Ethics written exam	Pass Percentage	State Average
2012	96%	57%
2013	96%	72%
YTD 2014	93%	64%

Practical hands-on exam	Pass Percentage	State Average
2012	96%	86%
2013	87%	86%
YTD 2014	83%	38%

e. What do faculty in your program do to ensure that meaningful dialogue takes place in both shaping and evaluating/assessing your program's student learning outcomes?

The program director discusses SLOs and the outcomes with the faculty at a mandatory Fall meeting. The program director assist faculty, when needed, with SLOs and monitor progress and reflections in TracDat.

f. Reviewing your most recent annual program reviews, discuss any emerging trends related to SLO reflections and any action taken.

Two years ago, the program utilized small plastic skulls and clay for the head and neck anatomy portion of the program. The students labelled the bones of the skull and placed different colors of clay for the muscles, vascular supply, lymphatic system, salivary glands and nerves. This project reinforced the course information and the students could use this information for other courses such as radiology and chairside assisting. The program was having difficulty installing a dental office software program for patient appointments, insurance billing, etc. This year a copy of a software program was donated and the program is working with ETS to install the software.

g. What summative findings can be gathered from the Program Level Assessments?

All students completed their portfolio as their capstone project which were displayed at the program's open house. All students completed the radiology series of classes and were awarded a x-ray license by the program in June.

Annual Action Plan and Summary: Using the information above, list the program's action steps, the related Core Mission objective, SLO assessment data and the expected impact on student success.

Action Step	Related SLO assessment (Note applicable data)	Related ESMP Core Mission Goals (Basic Skills, Transfer, Work Force, Stewardship of Resources)	How will this action improve student learning/success?
1 Install dental office software	DA 60B	Workforce	Almost all offices use a computer software program. Students will have hands-on experience in class prior to starting their externship experiences.
2 Replace old radiology equipment	DA 53B	Workforce	Equipment is old and wearing out.
3 Purchase state-of-the-art equipment	DA 51A	Workforce	Students can practice and become competent in lab with equipment before starting in externship

			offices.

Section 6: Program Goals and Rationale

Program goals address broad issues and concerns that incorporate <u>some sort of measurable action</u> and connect to Foothill's core missions, **Educational & Strategic Master Plan (ESMP)**, the division plan, and SLOs. Goals/Outcomes are not resource requests.

List Previous Program Goals/Outcomes from last academic year: check the appropriate status box & provide explanation in the comment box.

Goal/Outcome (This is NOT a resource request)	Completed? (Y/N)	In Progress? (Y/N)	Comment on Status
1. Prepare students for employment as Dental Assistants	Long term	Yes	Pass rates decreased slightly but much higher than state pass rate (50% higher)
2. Maintain state-of-the-art equipment	Long term	Yes	Long-term radiology plan in progress and funded by Perkins. Oral evacuation equipment showing signs or wear. Need to keep up with dental technology.
3. Maintain program accreditation approval status	Ongoing- long term goal	Yes	CODA approval without reporting requirements. Next site visit 2018
4. Maintain and update facilities	Long Term	Yes	Room 5113 assigned to DA program in 2014-15. Need to improve electrical supply in Room 5301
5. Hire qualified faculty and maintain faculty development	Ongoing – long term goal	Yes	Partial funding by Perkins. However, faculty not always fully funded for educational meetings for required methodology. Increase reassigned time for program director.
6. Maintain targeted counseling support for students	Ongoing	Yes	Allied Program Coordinator may retire soon

New Goals: Goals can be multi-year (in Section 7 you will detail resources needed)

Goal/Outcome (This is NOT a resource request)	Timeline (long/short-term)	How will this goal improve student success or respond to other key college initiatives?	How will progress toward this goal be measured?
1. Prepare students for employment as Dental Assistants. Students can provide comprehensive care in all areas of general dentistry.	Long term	This addresses the college workforce initiative. Students will be able to perform all duties stated in the Dental Practice Act.	Monitor pass rates on licensure exams; Monitor employment post graduation. Review SLOs and PLOs frequently. Continue to administer assessment surveys above and beyond SLOs and PLOs.
2. Maintain state-of-the-art equipment	Long term	Students will be prepared and competitive for jobs with dental offices or clinics that have state-of-the-art technology	Evaluation during accreditation visits, consultation with advisory board members, attendance at conferences.
3. Maintain program accreditation approval status	Ongoing- long term goal	CODA approved programs maintain the highest regard in the private sector. Addresses Core Mission Workgroup Objective #3 to improve contacts with potential employers. Annual Advisory Board meeting	Review CODA accreditations standards every year with faculty. Addresses Core Mission Workgroup Objective #3 to improve contacts with potential employers. The DA program has an ongoing relationship with existing and new offices for externship rotations.
4. Maintain and update facilities	Long Term	Enables safe and effective delivery of instruction.	Visual inspection by Program Director. Input from students and faculty.
5. Hire qualified faculty and maintain faculty development	Ongoing – long term goal	Replacing faculty upon retirement ensures continuity of instruction. Faculty training is required to keep current in field thereby maintain the reputation of the program. Also keeps	Participation in and completion of education via conferences, CE modules or Foothill Professional Growth Workshops. All faculty required to

		program competitive with other community colleges and private programs. This is also an accreditation requirement. Addresses Core Mission Workgroup Objective #3 to improve contacts with potential employers. Annual Advisory Board meeting	complete a Biosketch for accreditation self-study.
6. Maintain targeted counseling support for students	Ongoing	A dedicated allied career coordinator and an evaluation specialist is directly related to student success from program application to program completion.	Replace allied career coordinator upon retirement. Number of applications received and processed.

Section 7: Program Resources and Support

Using the tables below, summarize your program's <u>unfunded</u> resource requests. Refer to the Operations Planning Committee website: http://foothill.edu/president/operations.php for current guiding principles, rubrics and resource allocation information.

Full Time Faculty and/or Staff Positions

Position	$ Amount	Related Goal from Table in section 6 and how this resource request supports this goal.	Was position previously approved in last 3 years? (y/n)

Unbudgeted Reassigned Time (calculate by % reassign time x salary/benefits of FT)

Has the program received college funding for reassign time in the last three years? (y/n)	If yes, indicate percent of time.
Has the program used division or department B-budget to fund reassign time? (y/n) NO	Director receives 25% Release time

Indicate duties covered by requested reassign time:

Responsibility	Estimated $	Related Goal from Table in section 6 and how this resource request supports	Est hours per	% Time

		this goal.	month	
Will allow program director to do her job within reasonable time restrains. Also, can provide time for the director to implement creative projects or changes within the curriculum or program that might otherwise not happen due to time constraints with the current administrative and teaching responsibilities.	$15,000 (est)	Goal 1. There is not enough time for the program director to perform the duties required by the program. Students should have adequate time to meet with the program director just like a employer would meet with their employees on a regular basis. Improvements for the program could also be accomplished by small focus groups. There are many additional duties the PD must manage such as coordinate clinical sites, clinical contracts, securing board members. organizing the advisory board meetings, maintaining compliance with accreditation, overseeing TracDat, course curriculum editing, hazmat compliance, faculty compliance with CPR, licensure, certifications, and methodology. The PD also manages the budget, ordering of supplies and equipment, hires part-time faculty, and manages student compliance with physical examination, vaccination, CPR and background checks. Also monitors enrollment during the summer when admin. Assistants are on summer break, PD admits students when necessary.	Requesting 25% additional release time for total 50%	

One Time B Budget Augmentation

Description	$ Amount	Related Goal from Table in section 6 and how this resource request supports this goal.	Previously funded in last 3 years? (y/n)

Faculty development	$6,000	Goal 5. Provides funding for travel to meetings. Keeps faculty current in teaching methodologies and in field.	Yes Faculty Development (Perkins)
Materials and supplies	$1,180	Goal 1. Dental materials and supplies continue to increase in price each year. New technology requires purchasing of materials for student labs.	Yes Lottery
Materials and supplies	$3,000	Goal 1. Dental materials and supplies continue to increase in price each year. New technology requires purchasing of materials for student labs.	Yes B budget augmentation

Ongoing B Budget Augmentation

Description	$ Amount	Related Goal from Table in section 6 and how this resource request supports this goal.	Previously funded in last 3 years? (y/n)
Materials and supplies	$4,000	Goal 1. Cost of dental materials increase each year.	No

Facilities and Equipment

Facilities/Equipment Description	$ Amount	Related Goal from Table in section 6 and how this resource request supports this goal.	Previously funded in last 3 years? (y/n)
High volume evacuator (suction)	15,000	Goal 2. The HVE system is about 10 years old and is showing signs of wear. The back-up system is being used daily. It's dangerous if it shuts down and backflow can exit out the tip into the patient's mouth.	No
Fix electrical outlets in room 5301	2,000	Goal 4. Remodel lab classroom. Electrical system was to be addressed during remodel and promised	No

		that that retractable ceiling outlet would be placed after the remodel several years ago. It's a hazard to have multiple extension cords on the floor when working with plaster and water.	
Computer Assisted Design/Computer Aided Manufacturing (CAD/CAM). Digital technology which generates 3D images used for orthodontics, crown and bridge and other dental restorations	20,000	Goal 2. CAD/CAM is state of the art technology used by many dentists in the Bay Area.	No
Replace x-ray tubeheads (1 per year 2013-2019)	20,000 ($5,000 ea)	Goal 2. Equipment replacement schedule to support digital and traditional x-rays	Yes (Perkins and one unit donated)
Replace automatic processors total of 2 (one per year 2014-2015)	16,000	Goal 2. Equipment replacement schedule to support digital and traditional x-rays	No
Replace Air Techniques digital scanner	20,000	Goal 2. Equipment replacement schedule to support digital and traditional x-rays	No
Install Dentrix software in 8502	ETS?	Goal 1 – Students need to learn a dental software program which is required by accreditation.	No

a. Please review the goals and resource requests that were granted over the last three years and provide evidence that the resource allocations supported your goals and led to student success.

The DA and DH program share facilities including the clinic. Equipment needed for health and safety reasons i.e. autoclave for sterilization of instruments have been funded. Unfortunately, there will always be a need for this type of equipment every year and the equipment needed to keep the educational methods state-of-the-art can not always be funded. The dental assisting B budget has received one-time B budget supplements to purchase necessary materials and supplies for the lab courses. One time lottery enhancements funds were also awarded last year. Maintaining or replacing the equipment allows the students to use equipment that works properly. Also, having supplies and materials supporting the lab courses allows the students to practice sufficiently before going to their externship site.

Evidence that the resource allocation supports our goals can be gleaned from the high continued success rates of our students and high employment rates after graduation.

Section 8: Program Review Summary

Address the concerns or recommendations that were made in prior program review cycles, including any feedback from Dean/VP, Program Review Committee, etc.

Recommendation	Comments
1. None from previous cycle	N//A

a.   After reviewing the data, what would you like to highlight about your program?

The program faculty are dedicated and hard working and will do anything asked of them. The dental assisting and dental hygiene faculty also work wonderfully together to coordinate use of the clinic and radiology area. The overall environment is positive and energetic which often leads to innovative and creative ideas which benefits the students. In return, the students inspire the faculty to work harder.

Here's a story about a student in the program:
The program director and a faculty member met with a student who was informed of a failing quiz grade in radiology. Her status in the program was tenuous at this point. The PD and faculty offered advice on how to improve her grade i.e. meet with the faculty during office hours, show the PD how she organized her lecture notes, etc. Four days later the student knocked on the PD's door to talk about her lecture notes. When asked how she was doing the student responded by saying she scheduled a tutoring session with the faculty, she dropped her facebook account, quit her job, took her uncle up on his request to help her financially with school, changed her cell phone number and email so her friends would not call her to ask her to go out on the weekends and was going to study at school with classmates after class. She said "something just clicked" when the PD and faculty member talked to her. We discussed her calendar and she immediately went to the bookstore to purchase a calendar that would work better for her. A couple days ago, she recently knocked on the PD's door to inform the PD that she had an almost perfect score on her radiology test and her grade was no longer in jeopardy. This student will embrace her educational experience at Foothill and is well on her way to becoming a master student and excellent dental assistant. We know there are many, many student stories and just wanted to share one of ours.

Section 9: Feedback and Follow Up

This section is for the Dean to provide feedback.

a. **Strengths and successes of the program as evidenced by the data and analysis:**

The Dental Assistant Program is an entry level Allied Health program and is unique in the BHS Division because there are no prerequisites (high school degree only) and students are accepted on a "first-come first-served" basis. It is, however, an excellent training ground for students interested in health care and indeed, many DA graduates go on to the DH program or other Allied Health programs in our division. Students graduate from the program ready for the workforce or prepared with an excellent background to further their education and with the study skills and professional demeanor necessary to be successful in more advanced training programs.

The program continues to have exemplary success rates and completion rates far in exceeding college standards. From an equity perspective, all students succeed independent of ethnicities.

The program director is very innovative and entrepreneurial and has repeatedly volunteered for projects that would increase the learning environment for the Foothill DA students, but also to share her knowledge with other community colleges thru a grant from the HWI and our Deputy Sector Navigator. Last year, Cara organized a Mock Board exam for multiple community colleges so that their faculty could see how the board exams are administered. They then went back to their programs to administer the mock board exams to their students in hopes of increasing the first time pass rates on their licensure exams.

b. **Areas of concern, if any:**

Maintenance of a program at this level of excellence is challenging and stressful. The program director has requested additional release time which is needed to ensure a productive, creative and innovative work environment.

c. **Recommendations for improvement:**

None at this time.

This section is for the Vice President/President to provide feedback.

d. **Strengths and successes of the program as evidenced by the data and analysis:**
The Dental Assisting Program consistently demonstrates a high level of instructional quality, and graduates students who go on to serve our communities and represent Foothill College in an exemplary fashion. The students' success rates and the dedication to student equity are commendable.

```
┌─────────────────────────────────────────────┐
│                                             │
│                                             │
│                                             │
│                                             │
│                                             │
└─────────────────────────────────────────────┘
```

e. Areas of concern, if any:

The program review indicates that the already small cohort size may be reduced even further in the next three years. In addition, there is a request to double the reassigned time for the director, which would make the program even more expensive to operate.

f. Recommendations for improvement:

The program receives significant college funding for supplies and equipment, as well as reassigned time. Recognizing that the program has a high level of need, it would be beneficial to explore alternate funding sources.

g. Recommended Next steps:
___ Proceed as planned on program review schedule
___ Further review/Out of cycle in-depth review

Upon completion of section 9, the Program Review should be returned to department faculty and staff for review, then submitted to the Office of Instruction and Institutional Research for public posting. See timeline on Program Review Cover Sheet.

Mission Statement: The purpose of the dental assisting program is to educate students who will positively impact the oral health status of the community. This education will include courses in the basic, social and dental sciences, liberal arts and public health with emphasis on the clinical aspect of the dental assisting practice. This education will provide the student with a foundation to pursue life long learning

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Department - Dental Assisting (D A) - D A 50 - ORIENTATION TO DENTAL ASSISTING - SLO 1 - Treatment Documentation - The student will demonstrate accurate documentation in a patient's treatment record utilizing proper dental terminology and nomenclature. (Created By Department - Dental Assisting (D A)) **Start Date:** 09/26/2011 **End Date:** 12/21/2011 **Course-Level SLO Status:** Active	**Assessment Method:** The student will be evaluated using a rubric and a passing score of 73% or higher. **Assessment Method Type:** Presentation/Performance **Target for Success:** 95% of the students will pass this.	12/06/2013 - 96% of the students successfully completed a short answer question on documenting treatment in the chart. The online course has a comprehensive section with many examples to assist students. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** None. **GE/IL-SLO Reflection:** This goal supports the college ILO's of communication and global consciousness. The treatment plan requires accurate writing skills in order to ensure the patient receives optimum dental care.	
Department - Dental Assisting (D A) - D A 50 - ORIENTATION TO DENTAL ASSISTING - SLO 2 - Responsibilities - The student will identify the allowable duties of the dental assistant in the State of California under direct supervision & general supervision. (Created By Department - Dental Assisting (D A)) **Start Date:** 09/26/2011 **End Date:** 12/16/2011 **Course-Level SLO Status:** Active	**Assessment Method:** The student will be evaluated with a multiple choice test with a passing score of 75% or higher. **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** 95% of students will have a passing grade.	12/06/2013 - This assessment method achieved a 85% score. The duties table is long and difficult to memorize. Maybe this goal is too ambitious for DA students in their first quarter. **Result:** Target Not Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** None. **GE/IL-SLO Reflection:** This goal related to the communication, critical thinking, and global consciousness	01/03/2014 - Consider changing the SLO because this may be expected too early in the program.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		ILO's. DA students must be able to communicate with the dentist about allowable duties and determine if they are practicing outside their scope of practice. Staying within allowable duties is a ethical duty as well as maximizing optimum patient care.	
Department - Dental Assisting (D A) - D A 51A - INTRODUCTION TO CHAIRSIDE DENTAL ASSISTING - SLO 1 - Dental Instrumentation - The student must identify dental instruments utilized in a general practice dental office on a final instrument examination given at the end of the quarter. (Created By Department - Dental Assisting (D A)) **Start Date:** 09/26/2011 **End Date:** 12/16/2011 **Course-Level SLO Status:** Active	**Assessment Method:** This SLO evaluation is part of a triple-jump lab exam given at the end of fall quarter. **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** 90% of the students will successfully complete the instrument exam.	12/13/2013 - 92% received a passing grade with the instrument exam. This exam is part of a 3 part exam that occurs over several hours. Maybe 100% is an unrealistic goal. **Result:** Target Not Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** None. **GE/IL-SLO Reflection:** This goal is related to the communication, analytical thinking, and global consciousness ILO's. Dental assistants must know the name of the instrument and spell it correctly, recognize its use(s) and utilize it correctly when delivering care.	12/13/2013 - Change goal to 90%
Department - Dental Assisting (D A) - D A 51A - INTRODUCTION TO CHAIRSIDE DENTAL ASSISTING - SLO 2 - Dental Techniques - The student must be able to manipulate and/or mix (3 out of 4) dental materials on a final skill test given at the end of the quarter. (Created By Department - Dental Assisting (D A)) **Course-Level SLO Status:** Active	**Assessment Method:** This SLO is part of a triple-jump lab exam given to students at the end of the quarter. **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** 96% o the students will successfully complete the SLO.		
Department - Dental Assisting (D A) - D A 51B - INTERMEDIATE CLINICAL DENTAL	**Assessment Method:** Matching questions using images or actual	03/14/2014 - 90% of the students passed the instrument part of the exam.	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
ASSISTING - SLO 1 - Dental Instrumentation - Orthodontics - The student will be able to identify and describe the use for dental instruments utilized in a orthodontic specialty practice on a final instrument examination given at the end of the quarter. (Created By Department - Dental Assisting (D A)) **Start Date:** 01/09/2012 **End Date:** 03/30/2012 **Course-Level SLO Status:** Active	orthodontic instruments. **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** 95% of the students will pass.	**Result:** Target Not Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** None. **GE/IL-SLO Reflection:** This SLO relates to the critical thinking portion of the Institutional learning outcomes.	03/18/2014 - Select more time in the course schedule to review ortho instruments
Department - Dental Assisting (D A) - D A 51B - INTERMEDIATE CLINICAL DENTAL ASSISTING - SLO 2 - Orthodontic Appliances - The student will be able to identify common orthodontic fixed and removable appliances (Created By Department - Dental Assisting (D A)) **Start Date:** 01/09/2012 **End Date:** 03/30/2012 **Course-Level SLO Status:** Active	**Assessment Method:** Matching exam questions using images or actual fixed and removable appliances. **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** 95% of the students can pass the test.	03/07/2014 - 96% of the students passed this portion of the exam. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** None. **GE/IL-SLO Reflection:** This SLO is tied to the critical thinking ILO.	
Department - Dental Assisting (D A) - D A 51C - ADVANCED DENTAL ASSISTING SKILLS - SLO 1 - Dental Techniques - The student will successfully remove stain and soft deposits from the majority of the tooth surfaces utilizing a selective coronal polishing technique. (Created By Department - Dental Assisting (D A)) **Start Date:** 04/09/2012 **End Date:** 06/29/2012 **Course-Level SLO Status:** Active	**Assessment Method:** The student will be evaluated using a rubric and a passing score of 75% or higher. **Assessment Method Type:** Class/Lab Project **Target for Success:** 95% of the students will pass this.	06/20/2014 - 100% of the students passed the final patient exam by removing stain and soft deposits from a majority of the tooth surfaces. Working with smaller groups helped give one-on-one attention at the beginning. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** Coronal polishing supplies when needed **GE/IL-SLO Reflection:** Coronal polishing is a highly technical procedure. Students need good	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		communication skills to discuss and perform the procedure on a patient. Critical thinking is required with different types of dentitions, restorations, and deviations from normal in the oral cavity. The DA student can perform this service in community health settings when volunteering.	
	Assessment Method: The student will be evaluated using a rubric and a passing score of 75% or higher. **Assessment Method Type:** Presentation/Performance **Target for Success:** 95% of the students will have a passing grade	06/20/2014 - 100% of the students performed this procedure successfully on their final clinical patient. Working in small groups when first learning this procedure was helpful. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** Coronal polishing supplies when needed **GE/IL-SLO Reflection:** All students were able to discuss the procedure with the patient and use critical thinking skills when presented with deviations from normal within the oral cavity.	
Department - Dental Assisting (D A) - D A 51C - ADVANCED DENTAL ASSISTING SKILLS - SLO 2 - Performance - The student must participate in a mock state board practical examination and perform a blind peer evaluation of the final product. (Created By Department - Dental Assisting (D A)) **Start Date:** 04/09/2012 **End Date:** 06/29/2012 **Course-Level SLO Status:** Active	**Assessment Method:** The student be evaluated in a lab/clinical competency with a grading rubric and pass with a 75% or better **Assessment Method Type:** Class/Lab Project **Target for Success:** 95% of the students will pass	06/27/2014 - 100% of the students passed a mock practical examination. The lowest score was 83%. New images of the procedures were given to the students to help recognize passing vs. non-passing restorations. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** Supplies to run mock board exam as needed **GE/IL-SLO Reflection:** Students must pass a practical exam in order to obtain their RDA license. Once obtained, the DA is allowed to perform more	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		intraoral duties in the patient's mouth. This requires good communication with the patient or caregiver. Also fulfills the ILO of community as the DA will be helping their patient's improve their oral health.	
Department - Dental Assisting (D A) - D A 53A - INTRODUCTION TO RADIOGRAPHY I - SLO 1 - Dental Radiography - Demonstrate correct maxillary and mandibular anterior intraoral film placement technique on a mannequin (Created By Department - Dental Assisting (D A)) **Start Date:** 09/26/2011 **End Date:** 12/16/2011 **Course-Level SLO Status:** Active	**Assessment Method:** The radiographic evaluation form will assess this outcome. After the film has been exposed and developed, the instructor will evaluate it. A film placement error as a one point deduction value. **Assessment Method Type:** Class/Lab Project **Target for Success:** 75% of the students will achieve this outcome	12/13/2014 - 100% of the students achieved this SLO. The XCP assembly and correct orientation of the film into the film holder slot was also correctly performed **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** X-ray training heads (DXTTR) need to have real teeth, not plastic teeth. Plastic teeth do not show the correct size and proportion for tooth morphology when **Resource Request:** X-ray training heads (DXTTR) need to have real teeth, not plastic teeth. Plastic teeth do not show the correct size and proportion for tooth morphology when **GE/IL-SLO Reflection:** none **GE/IL-SLO Reflection:** none	
		01/07/2014 - Dental assisting students exceeded this outcome, in fact it was at the level where 90% achieved this expectation. To challenge this SLO, I can raise the threshold of achievability or use other point deduction criteria such as cone cut, and vertical angulation. Because this is an introduction to next quarters assignment of FMS, I think it best to concentrate on primarily BW exposures and nearly perfect this technique with the students. **Result:** Target Met	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		Year This Assessment Occurred: 2013-2014 **Resource Request:** The continued purchase of single film packets, tabs, mounts and automatic processor solutions is essential for the success this course	
Department - Dental Assisting (D A) - D A 53A - INTRODUCTION TO RADIOGRAPHY I - SLO 2 - Application of Knowledge - Using a diagram, the student will be able to identify four basic components in the x-ray tubehead. (Created By Department - Dental Assisting (D A)) **Start Date:** 09/26/2011 **End Date:** 12/16/2011 **Course-Level SLO Status:** Active	**Assessment Method:** A textbook diagram used in the lecture presentation has identified the tubehead component parts. This diagram is used to assess this outcome by having the students identify the the unlabeled component parts **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** 80% of the students will be able to successfully complete this SLO	12/13/2014 - 90% of the students were able to successfully identify the tubehead component parts **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** none	
		01/07/2014 - This SLO and assessment method continues to be successful in showing evidence of their knowledge on how x-rays are generated. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** none	
Department - Dental Assisting (D A) - D A 53B - DENTAL RADIOGRAPHY II - SLO 1 - Dental Techniques - On a full mouth survey of radiographs, the student will be able to identify one radiolucent and one radiopaque anatomical feature in each arch. (Created By Department - Dental Assisting (D A)) **Start Date:** 01/09/2012 **End Date:** 03/30/2012 **Course-Level SLO Status:**	**Assessment Method:** written as a multiple-choice question, the student will be asked to identify a mandibular radiopaque and a maxillary radiolucent anatomical feature. **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** 80% is the expected success rate for this SLO	03/31/2014 - 100% of the students met this SLO. It may be time to think of a more challenging SLO. ie. writing in the treatment record. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Active			
Department - Dental Assisting (D A) - D A 53B - DENTAL RADIOGRAPHY II - SLO 2 - Dental Techniques - The student will be able to recognize a cone cut error for premolar and molar bitewing radiograph. (Created By Department - Dental Assisting (D A)) **Course-Level SLO Status:** Active	**Assessment Method:** Given an example of a cone cut error on a BWS, the student will be able to identify the error. **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** 100% of the students are expected to achieve this SLO	03/31/2014 - 100% of the students were able to identify the appearance of a cone cut error. Some needed help in understanding how this happened to their films. Because BW are taken with tabs and the aiming of the tubehead is difficult for some, consider using a BW XCP. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** purchase Rinn XCP for bitewing radiography or Kwik Bite filmholders. This will help with directing the x-ray through the contacts.	
Department - Dental Assisting (D A) - D A 53C - DENTAL RADIOGRAPHY III - SLO 1 - Dental Techniques - The student will be able to produce a diagnostic panoramic radiograph. (Created By Department - Dental Assisting (D A)) **Start Date:** 04/09/2012 **End Date:** 06/29/2012 **Course-Level SLO Status:** Active	**Assessment Method:** The panoramic evaluation form will assess this SLO. **Assessment Method Type:** Presentation/Performance **Target for Success:** After exposing and processing the panoramic radiograph, the student will use the panoramic evaluation criteria form of patient positioning. The correct positioning determines the diagnostic value of the film	06/24/2014 - 96% of this SLO was met. One student did not achieve a passing score (70%) on her panoramic radiograph due to the focal trough error. The student was required to perform the procedure again on another patient where she obtained a passing score. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** Due to installation difficulties with the new panoramic machine, Patterson technicians took 3 hours to remedy the situation. Had this been a billed service, the cost would have easily added to a couple hundred of dollars.	06/24/2014 - Save money for a rainy day _____
Department - Dental Assisting (D A) - D A 53C - DENTAL RADIOGRAPHY III - SLO 2 - Dental Techniques - The student will be able	**Assessment Method:** Given a powerpoint image of a panoramic radiograph, the students will be able to	06/24/2014 - All students successfully identified maxillary and mandibular landmarks.	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
to recognize four normal anatomical landmarks on the panoramic radiograph (Created By Department - Dental Assisting (D A)) **Course-Level SLO Status:** Active	correctly identify four labeled anatomical landmarks; two on the maxilla, two on the mandible **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** The target for success is a passing rate of three of the four labels answered correctly.	**Result:** Target Met **Year This Assessment Occurred:** 2013-2014	
Department - Dental Assisting (D A) - D A 56 - DENTAL HEALTH EDUCATION - SLO 1 - Treatment Case Study - The student will evaluate the oral hygiene status of a patient and choose an appropriate course of action and assist the patient in achieving optimal oral hygiene. A case study scenario must be evaluated by the student and select the appropriate course of action. (Created By Department - Dental Assisting (D A)) **Course-Level SLO Status:** Active	**Assessment Method:** Casey study assignment. Student given a patient case study and must assess, plan, and submit a written plan. **Assessment Method Type:** Case Study/Analysis **Target for Success:** 95% of students will successfully complete an appropriate plan	03/21/2014 - 100% of the students were able to complete a appropriate oral hygiene plan. There were many variations but they all were appropriate for that particular patient type. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** None. **GE/IL-SLO Reflection:** The ILO's met by this goal are communication, critical and analytical thinking and global consciousness. The student must create a appropriate plan and communicate the plan to the patient and also convince the patient to follow the plan. The patient's oral health will depend on a plan that suits the patient's need as well as something that will work.	
Department - Dental Assisting (D A) - D A 56 - DENTAL HEALTH EDUCATION - SLO 2 - Application of Knowledge - The student will be able to evaluate new oral hygiene techniques and products using credible resources and evidence based dentistry. A supplemental aid product will be researched, presented and demonstrated with 75% accuracy. (Created By Department - Dental	**Assessment Method:** Each students will be assigned a oral hygiene aid to present to class. Findings will be reported to class. **Assessment Method Type:** Presentation/Performance **Target for Success:** 95% of students will successfully pass assignment.	03/21/2014 - 100% of the students successfully obtained accurate information on their assigned oral hygiene aid. Students are creative with their presentations and put together valuable informative brochures which are shared with their fellow students. **Result:** Target Met **Year This Assessment Occurred:**	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Assisting (D A)) **Course-Level SLO Status:** Active		2013-2014 **Resource Request:** None. **GE/IL-SLO Reflection:** Students have to create and present their oral hygiene aid which fulfills the college goal of communication. The use creative thinking to formulate a informative brochure on their product and when sharing this information orally and in a written document ensures the patient will go away from their appointment with valuable information they can use for their oral hygiene.	
Department - Dental Assisting (D A) - D A 57 - OFFICE EMERGENCY PROCEDURES - SLO 1 - Application of knowledge - By the end of the quarter the student will be able to respond to common medical emergencies that occur in dental offices. (Created By Department - Dental Assisting (D A)) **Course-Level SLO Status:** Active	**Assessment Method:** Students will be given a case study and will have to answer questions concerning that case study in a final exam. **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** 95% of the students will be successful.	03/21/2014 - Given signs and symptoms of a dental emergency, 98% of the students were able to correctly identify the emergency, identify the management and medications necessary for the emergency. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** None. **GE/IL-SLO Reflection:** Management of a emergency in a dental office requires communication among the dental staff, the dentist, and the emergency response team. Analytical thinking is required to identify the emergency by the signs and symptoms. Managing a emergency appropriately can save the patient's life.	
Department - Dental Assisting (D A) - D A 57 - OFFICE EMERGENCY PROCEDURES - SLO 2 - Emergency equipment - The student will be able to list and identify equipment and	**Assessment Method:** Students will be ask to list emergency equipment and medications along with their purpose. Students will also be given images	03/07/2014 - 100% of the students were able to correctly match the emergency equipment and medications to the condition they are used for. A chart was used in lecture to assist students in	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
medications commonly found in the dental emergency kit. (Created By Department - Dental Assisting (D A)) **Course-Level SLO Status:** Active	or actual items to identify. **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** 95% of the students will be successful.	learning this portion of the course. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** None. **GE/IL-SLO Reflection:** An emergency in the dental offices does not always require equipment or medication. However, the dental staff must be able to respond appropriately to analyze the situation and identify the emergency. This requires critical and analytical thinking as well as communication if the patient is conscious.	
Department - Dental Assisting (D A) - D A 58 - SPECIALITY PRACTICE PROCEDURES - SLO 1 - Application of knowledge - The student will differentiate the level of independence when working as a dental assistant in the nine recognized dental specialties. (Created By Department - Dental Assisting (D A)) **Course-Level SLO Status:** Active	**Assessment Method:** Online test. **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** 91% of the students will be able to successfully answer questions regarding work independence in various dental settings.	12/13/2013 - The students were able to take a quiz with matching questions to identify the different dental specialties (100% success). Students need to know the different specialties in order to decide if they want to work in that specialty. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** None. **GE/IL-SLO Reflection:** If a patient needs a referral to a specialist, it is often the DA who explains the expertise of the dental specialist to the patient. The DA would also be able to explain why the patient's particular condition requires a referral to the specialist.	
Department - Dental Assisting (D A) - D A 58 - SPECIALITY PRACTICE PROCEDURES -	**Assessment Method:** Students will be asked to identify allowable	12/13/2013 - Given a multiple choice and short answer quiz 100% of the students were able to	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
SLO 2 - Job tasks - The student will be able to differentiate between the different members of the dental healthcare team. (Created By Department - Dental Assisting (D A)) **Start Date:** 09/23/2013 **End Date:** 12/12/2014 **Course-Level SLO Status:** Active	duties on a written test. **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** The students will be able to identify allowable duties by 91%	identify the different members of the healthcare team. The DA students were clear on all of the team members but did not know where the dental lab technician practiced. Many thought each office had their own technician. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** None. **GE/IL-SLO Reflection:** The dental assistant is often the one who communicates with the patient the most in the dental office. Dental assistants often work the front desk and make appointments for the patient with different members of the healthcare team.	
Department - Dental Assisting (D A) - D A 60A - DENTAL OFFICE BUSINESS PRACTICES I - SLO 1 - Job tasks - Students will be able to answer the office phone in an appropriate manner. (Created By Department - Dental Assisting (D A)) **Course-Level SLO Status:** Active	**Assessment Method:** Students will role play answering phone for typical dental office phone calls. **Assessment Method Type:** Discussion/Participation **Target for Success:** 91% of the students will be able to talk clearly, answer questions correctly, and give pertinent information.	03/07/2014 - 95% of the students were able to write the appropriate response to telephone inquiries by a patient (on a short answer test). This task is particularly difficult for ESL students. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** None. **GE/IL-SLO Reflection:** All members of the healthcare team must be able to communicate via phone or in-person. Being able to critically think while patient's are discussing signs and symptoms of a problem is also necessary in order to help the dentist with the diagnosis.	
Department - Dental Assisting (D A) - D A 60A - DENTAL OFFICE BUSINESS	**Assessment Method:** Students working in groups will be given	03/07/2014 - 100% of the groups were able to identify dental office documents that required	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
PRACTICES I - SLO 2 - Responsibilities (HIPAA) - The student must determine which patient information records will require HIPAA compliance. (Created By Department - Dental Assisting (D A)) **Course-Level SLO Status:** Active	common dental office documents and will be asked to identify which documents require HIPAA compliance. **Assessment Method Type:** Class/Lab Project **Target for Success:** 95% of the groups will be successful.	HIPAA compliance. Discussion within the groups definitely helped the groups make this determination. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** None. **GE/IL-SLO Reflection:** Members of the dental team need to recognize patient documents and patient information is confidential by law. Talking about patient information in public places is a definite breach both ethically and lawfully. Protecting patient privacy safeguards the patient information.	
Department - Dental Assisting (D A) - D A 60B - DENTAL OFFICE BUSINESS PRACTICES II - SLO 1 - Resume Skills - The student will compose a professional resume and cover letter. (Created By Department - Dental Assisting (D A)) **Course-Level SLO Status:** Active	**Assessment Method:** Students will word process a resume and cover letter. **Assessment Method Type:** Class/Lab Project **Target for Success:** Final draft will have no spelling or grammatical errors.		
Department - Dental Assisting (D A) - D A 60B - DENTAL OFFICE BUSINESS PRACTICES II - SLO 1 - Job responsibilities - The student must construct computerized dental records utilizing a dental software program. (Created By Department - Dental Assisting (D A)) **Course-Level SLO Status:** Active	**Assessment Method:** Students will be given patient date to enter into a dental software program. **Assessment Method Type:** Class/Lab Project **Target for Success:** 95% of the students will be successful	06/06/2014 - This task was not able to be performed by the students because the dental software program was not installed on the computers. **Result:** Target Not Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** Electronic dental charting software **GE/IL-SLO Reflection:** This goal is tied to the ILO of	07/04/2014 - Communicate with the college ETS dept. now in order to have the software installed in the near future.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		communication. Electronic record keeping is becoming more and more common in private practice. Referral letters and other sorts of communication with the patient, staff members, or specialists can be generated by the software.	
Department - Dental Assisting (D A) - D A 62A - DENTAL SCIENCES I - SLO 1 - Dental Techniques - The student must be able to correctly identify permanent and primary teeth using the Palmer and Universal Numbering systems. (Created By Department - Dental Assisting (D A)) **Course-Level SLO Status:** Active	**Assessment Method:** Questions on midterm exam. **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** 91% of the students will successfully pass this SLO.	12/11/2013 - 93% of the students successfully completed questions on a test which they had to identify permanent and primary teeth. They had a better score 96% on the midterm exam after being exposed to the information on a frequent basis. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** None. **GE/IL-SLO Reflection:** Members of the dental team need to know tooth numbering in order to deliver appropriate care. Bad communication could result in extractions or restorations on the wrong tooth.	
Department - Dental Assisting (D A) - D A 62A - DENTAL SCIENCES I - SLO 2 - Application of knowledge - The student when given a unidentified tooth must be able to assess the tooth characteristics, determine which tooth it is in the dentition, and justify his/her reasoning in writing. (Created By Department - Dental Assisting (D A)) **Course-Level SLO Status:** Active	**Assessment Method:** Student given a mystery tooth to label and identify. **Assessment Method Type:** Class/Lab Project **Target for Success:** 91% of the students will be able to identify the correct tooth.	12/16/2013 - 100% of the students successfully completed this assignment. Some teeth are more difficult than others but there are definite identifying factors that can help differentiate the teeth. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** None. **GE/IL-SLO Reflection:** The students had to use analytical thinking to narrow down the choices of which tooth	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		they had.	
Department - Dental Assisting (D A) - D A 62B - DENTAL SCIENCES II - SLO 1 - Dental Techniques - The student must be able to identify tooth abnormalities caused by an interruption in the tooth development process. (Created By Department - Dental Assisting (D A)) **Course-Level SLO Status:** Active	**Assessment Method:** Students will be given a case study and will work in groups to answer questions about the tooth development process. **Assessment Method Type:** Class/Lab Project **Target for Success:** 95% of the groups will be successful.	03/05/2014 - 100% of the groups were able to identify tooth abnormalities. Some cases were more difficult than others but the textbook has a good chapter on this topic. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** None. **GE/IL-SLO Reflection:** This SLO is related to the ILO of analytical thinking because the students have to rule out many possible choices and some abnormalities such as amelogenesis imperfecta and dentinogenesis imperfecta are somewhat similar.	
Department - Dental Assisting (D A) - D A 62B - DENTAL SCIENCES II - SLO 2 - Application of Knowledge - The student will assess and identify a patient's caries risk and propose a plan to either arrest the patient's caries process or reduce further risk of decay. (Created By Department - Dental Assisting (D A)) **Course-Level SLO Status:** Active	**Assessment Method:** Students will be given a patient case study and have to answer questions concerning the caries risk of the patient. **Assessment Method Type:** Case Study/Analysis **Target for Success:** 95% of the students will be successful.	09/27/2014 - 98% of the students were able to correctly identify the caries risk. One student struggled with the assessment mostly because caries risk is a subjective decision and can be confusing. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** caries risk equipment for agar and meter **GE/IL-SLO Reflection:** Caries risk assessment ends up being somewhat subjective because it's not "black and white". The students need analytical thinking to determine the risk and communication to discuss findings with the patient. Helping the patient can decrease the patient's caries risk if the patient accepts	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		the recommendations.	
Department - Dental Assisting (D A) - D A 62C - DENTAL SCIENCES III - SLO 1 - Dental Techniques - The student will be able to interpret a written prescription. (Created By Department - Dental Assisting (D A)) **Course-Level SLO Status:** Active	**Assessment Method:** Students will be given a sample prescription and have to interpret the information on the prescription. **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** 95% of the students will be successful.	06/01/2014 - 100% of the students were able to correctly identify the information. Two students were not able to identify the type of medication (whether it was a antibiotic or a antifungal). **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** None. **GE/IL-SLO Reflection:** The DA can help the dentist by writing the prescription and obtaining the signature from the dentist. They must also identify the correct medication, dosage and complete the prescription correctly in order for the patient to receive the correct prescription. The DA must also communicate the information of the prescription to the patient as well.	
Department - Dental Assisting (D A) - D A 62C - DENTAL SCIENCES III - SLO 2 - Application of Knowledge - The student will record a personal nutritional analysis and propose changes for optimal nutritional needs. (Created By Department - Dental Assisting (D A)) **Course-Level SLO Status:** Active	**Assessment Method:** Students will record their food intake for 1 week, assess the data and formulate a plan for proposed changed. **Assessment Method Type:** Class/Lab Project **Target for Success:** 95% of students will be successful		
Department - Dental Assisting (D A) - D A 63 - SPECIAL PATIENT POPULATIONS - SLO 1 - Application of Knowledge - The student will modify verbal and nonverbal communication skills for a hearing impaired patient. (Created By Department - Dental	**Assessment Method:** Students will work in pairs and practice working with a student-partner who is wearing earplugs to simulate a hearing impaired student. **Assessment Method Type:**	06/11/2014 - 100% of the students were able to complete this task in a hands-on activity in the classroom and around campus. Students have a guest speaker on this topic which reinforces the information. **Result:**	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Assisting (D A)) **Course-Level SLO Status:** Active	Class/Lab Project **Target for Success:** 95% of the students will successfully role play as reported by their peer evaluator.	Target Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** None. **GE/IL-SLO Reflection:** The dental staff must be able to work with patients with disabilities so the patients can receive appropriate dental care. Because the dental staff wear masks when working on patients it is particularly difficult to communicate with hearing impaired patients.	
Department - Dental Assisting (D A) - D A 63 - SPECIAL PATIENT POPULATIONS - SLO 2 - Application of Knowledge - The student will demonstrate the appropriate method in which to escort a visually impaired patient. (Created By Department - Dental Assisting (D A)) **Course-Level SLO Status:** Active	**Assessment Method:** Students will work in pairs to simulate communicating with a visually impaired patient. **Assessment Method Type:** Class/Lab Project **Target for Success:** 95% of the students will be successful as reported by their peer evaluator.	06/11/2014 - 100% of the students were able to complete this hands-on assignment that was conducted in class and also on campus. The guest speaker helped to reinforce this information. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** None. **GE/IL-SLO Reflection:** The dental staff must be able to work with patients with disabilities. Modifications in treatment and communication with the patient are required in order to accommodate the patient.	
Department - Dental Assisting (D A) - D A 71 - INFECTION CONTROL & HAZARDOUS WASTE MANAGEMENT - SLO 1 - Application of knowledge - The student will be able to select the appropriate personal protective equipment (PPE) for different dental procedures depending on the amount of exposure to potentially infectious blood	**Assessment Method:** Student will be given a series of questions concerning PPE in consideration of extent of exposure. **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** 91% of the students will be able to correctly	12/06/2013 - 95% of the students were able to correctly match the PPE to the appropriate level of dental procedures. This information is reinforced in their Friday labs. Some students are grossed out by the blood and saliva they will be exposed to. **Result:** Target Met	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
and body fluids. (Created By Department - Dental Assisting (D A)) **Course-Level SLO Status:** Active	answer the question on the assessment tool.	**Year This Assessment Occurred:** 2013-2014 **Resource Request:** None. **GE/IL-SLO Reflection:** Dental assistants must be able to understand how infectious diseases can spread and how to avoid that from happening in the dental office They must critically and analytically think about the instrument cleaning process and ensure patients are not exposed to pathogens.	
Department - Dental Assisting (D A) - D A 71 - INFECTION CONTROL & HAZARDOUS WASTE MANAGEMENT - SLO 2 - Dental Techniques - The student will be able to select the appropriate sterilization equipment depending on the type of instrument(s) and the dental office conditions. (Created By Department - Dental Assisting (D A)) **Course-Level SLO Status:** Active	**Assessment Method:** Questions on exam. **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** 91% of the students will be able to correctly answer the questions on the assessment tool.	12/06/2013 - Depending on the instrument or the type of equipment there are different levels of instrument processing 95% of the students were able to identify which process worked best for which instrument or equipment. A few students didn't understand the difference between hand scrubbing instruments or using the ultrasonic scaler. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** None. **GE/IL-SLO Reflection:** The instrument decontamination process is often delegated to the dental assistant. It is their ethical and legal responsibility to make sure this process protects the patients of the practice and they are ensuring that the patients are not exposed to potential pathogens (global consciousness)	
Department - Dental Assisting (D A) - D A 73 - DENTAL ASSISTING SUPERVISED CLINIC - SLO 1 - Performance - By the end	**Assessment Method:** DA students record and log clinic hours in their internship folder.	03/13/2014 - All students completed their clinic hours and documented the hours in their internship folder. The program accreditation	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
of Winter quarter the student will have assisted at chairside at the UCSF School of Dentistry at least 70 hours. (Created By Department - Dental Assisting (D A)) **Course-Level SLO Status:** Active	**Assessment Method Type:** Observation/Critique **Target for Success:** 100% of the students will reach the targeted goal.	requires 300 hours of clinical practice. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **GE/IL-SLO Reflection:** The DA students are required by the program accreditation to complete 300 hours to ensure they are familiar with clinical procedures. This will ensure the DA will be able to work on patients competently (global consciousness and responsibility)	
Department - Dental Assisting (D A) - D A 73 - DENTAL ASSISTING SUPERVISED CLINIC - SLO 2 - Dental Techniques - The student will be able to correctly document in the treatment plan. (Created By Department - Dental Assisting (D A)) **Course-Level SLO Status:** Active	**Assessment Method:** Students must record treatment procedures on a daily basis while attending internships. The treatment record is graded on a daily basis. **Assessment Method Type:** Field Placement/Internship **Target for Success:** 85% of students will be able to successfully complete a treatment plan with no errors or incorrect statements.	03/13/2014 - 90% of the students could successfully document in the treatment plan on the last day of clinic at UCSF. The other students made minor errors and had done this task at a passing score in previous assignments. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **GE/IL-SLO Reflection:** The dental assistant must document the patient's treatment in the treatment record; either electronically or in a paper chart. Treatment must be documented correctly and be thorough enough to ensure comprehensive patient treatment (global consciousness and resposibility)	
Department - Dental Assisting (D A) - D A 74 - DENTAL ASSISTING CLINICAL PRACTICE - SLO 1 - Performance - By the end of Winter quarter the student will have assisted at chairside at a private general or specialty dental practice at least 80 hours. (Created By Department - Dental Assisting (D A))	**Assessment Method:** Students are placed in internship offices and keep a log of chairside assisting. **Assessment Method Type:** Field Placement/Internship **Target for Success:** 100% of the students will be success in reaching the targeted hours.	06/19/2014 - 100% of the students completed 80 or more hours at their internship offices. Many students completed more than 80 hours and volunteered in the offices on Saturday. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Course-Level SLO Status: Active		**Resource Request:** None **GE/IL-SLO Reflection:** In order to be familiar with clinical practice the DA students work in private practice offices in Spring quarter. Fulfilling their clinical rotation which is mandated to be 300 hours total for the program ensure they can provide adequate treatment to their patients (global consciousness and responsibility)	
Department - Dental Assisting (D A) - D A 74 - DENTAL ASSISTING CLINICAL PRACTICE - SLO 2 - Application of Knowledge - The student will create a final portfolio which demonstrates their competency in the three dental assisting competencies. (Created By Department - Dental Assisting (D A)) **Course-Level SLO Status:** Active	**Assessment Method:** Students submit portfolio projects each quarter. Portfolios are evaluated by the faculty at the end of each quarter and a final eval at the end of the year. **Assessment Method Type:** Portfolio Review **Target for Success:** 100% of students will submit a acceptable portfolio project.	06/27/2014 - 100% of the students submitted acceptable portfolio projects. Depending on the student the portfolio reflected on how much time the student put into the project. Many students went above and beyond and some just did minimum requirements. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **GE/IL-SLO Reflection:** The portfolio project is a capstone project that showcases the student's work over the 10 month program. The student can use their creative side to put together something that reflects their personality and their commitment to their profession.	
Department - Dental Assisting (D A) - D A 85 - RDA REVIEW - SLO 1 - Application of knowledge - The student must participate in a mock state board practical examination and perform a blind peer evaluation of the final product. (Created By Department - Dental Assisting (D A)) **Course-Level SLO Status:** Active	**Assessment Method:** Students perform a mock hands-on board for the RDA state board licensing practical exam. **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** 100% of the students will successfully pass the state board exam	09/01/2014 - 100% of the students who took the August RDA exam passed. The exam is becoming more rigid and strict. The faculty required more stringent requirements for the mock board exam which we think helped the pass rate. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **GE/IL-SLO Reflection:**	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		Graduates who take and pass the RDA exam are well prepared to work closely with the dentist and the dental staff to become more competent and a reliable resource for the office (global consciousness and responsibility)	
Department - Dental Assisting (D A) - D A 85 - RDA REVIEW - SLO 2 - Application of Knowledge - The student must participate in a mock state board written examination and pass with a 75% or better. (Created By Department - Dental Assisting (D A)) **Course-Level SLO Status:** Active	**Assessment Method:** Students take a pre and post test for the RDA written state board licensing exam. **Assessment Method Type:** Pre/Post Test **Target for Success:** 100% of the students will pass the post-exam.	06/27/2014 - The pre-test had two students with a "C" grade and the rest had a "D" or "F" grade. The post-test given at the end of the quarter had a 100% pass rate. The students were notified of their pretest grade and used their test folder to study as well as using the resources that came with their textbook. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **GE/IL-SLO Reflection:** Students who pass the RDA exam can work in dental offices and become an important part of the dental healthcare team. They graduate with minimum competency and it often takes 2-3 years to develop their skills. Minimum competency is required when working on patients to make sure no harm happens to them (global consciousness and responsibility)	
Department - Dental Assisting (D A) - D A 88 - PIT & FISSURE SEALANTS - SLO 1 - Dental Techniques - The student will be able to differentiate between sound and carious enamel utilizing computerized caries detection equipment. (Created By Department - Dental Assisting (D A)) **Course-Level SLO Status:** Active	**Assessment Method:** Students will test caries detection devices on tooth models which have sound and carious tooth structure. **Assessment Method Type:** Class/Lab Project **Target for Success:** 95% of the students will be successful.		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Department - Dental Assisting (D A) - D A 88 - PIT & FISSURE SEALANTS - SLO 2 - Dental Techniques - The student will place a clinically acceptable dental sealant on a patient. (Created By Department - Dental Assisting (D A)) **Course-Level SLO Status:** Active	**Assessment Method:** Students will place pit and fissure sealants on a total of 4 patients. **Assessment Method Type:** Class/Lab Project **Target for Success:** The last patient serves as the final clinical exam and 100% of the students will be able to place acceptable sealants for the clinical exam.		

Unit Assessment Report - Four Column

Foothill College
Program (BHS-DA) - Dental Assisting AS/CA

PL-SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Program (BHS-DA) - Dental Assisting AS/CA - 1 - Upon completion of the Dental Assisting Program graduates will demonstrate entry-level competency skills mandated by the Commission on Dental Accreditation and the Dental Board of California. **Start Date:** 09/26/2011 **End Date:** 06/29/2012 **SLO Status:** Active	**Assessment Method:** Students submit final portfolio project which is a compilation of their work while attending the program. A final essay of how the student achieved competency for the 3 program competency statements is included with the students work. **Assessment Method Type:** Portfolio Review **Target:** 100% of the students must receive a passing grade on this capstone project.	11/29/2014 - All students submitted and completed the portfolio and essay assignment. 20% of the students were required to re-submit with revisions but completed the project in the specified time. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** None. **GE/IL-SLO Reflection:** This is a good capstone project and the faculty meet and revise the portfolio project as necessary every year.	11/29/2014 - No action needed
Program (BHS-DA) - Dental Assisting AS/CA - 2 - Upon completion of the Dental Assisting Program graduates will value and implement proper radiation safety for patients, self, and others. **Start Date:** 09/20/2010 **End Date:** 06/30/2011 **SLO Status:** Active	**Assessment Method:** Students will take a bite wing and full mouth series of radiographs with minimal retakes as prescribed by the American Dental Association **Assessment Method Type:** Class/Lab Project **Target:** Students attending the Foothill College Dental Assisting Program.	11/29/2014 - All students completed the Fall, Winter and Spring patient requirements with minimal re-takes allowed by the department's radiology area. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** New intraoral x-ray tube heard to replace old existing tubehead. **GE/IL-SLO Reflection:** The radiology department faculty have worked very hard to make sure the DA students are taking diagnostic x-rays as requested by the program's advisory board members.	11/29/2014 - Request x-ray tubehead in program review document.

PL-SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up