

BASIC PROGRAM INFORMATION

Program Review is about documenting the discussions and plans you have for improving student success in your program and sharing that information with the college community. It is also about linking your plans to decisions about resource allocations. With that in mind, please answer the following questions.

Program/Department Name:

Division Name:

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

Name	Department	Position
Cara Miyasaki	Dental Assisting	Program Director
Judy Yamamoto	DA & DH	Dental Radiology Instructor

Number of Full Time Faculty: **Number of Part Time Faculty:**

Please list all existing Classified positions: *Example: Administrative Assistant I*

Truc Nguyen, Administrative assistant, Dental Hygiene Clinic
Claudia Flores, Allied Health Programs Coordinator (shared with other allied health programs)

SECTION 1: PROGRAM REFLECTION

1A. Program Update: Based on the program review [data](#), please tell us how your program did last year. We are particularly interested in your proudest moments or achievements related to student success and outcomes.

There was a 97% success rate for targeted groups by the "grade" category. 100% of the African American, 100% of Latino, and 100% of Pacific Islanders were indicated as successful by the "ethnicity category". The program also started with 3 male students which is higher than most years. One male student did not succeed academically, however, the other 2 male students were successful.

With regards to student equity the program had a higher percentage of targeted students compared to the college average. The program was 1% higher in African American students and 7% higher in Latino students. The program had the same percentage of Pacific Islander students as the college. The success rates were somewhere between 97% and 100% as stated above.

Last year the program conducted a pilot project funded by the Deputy Sector Navigator/Director for the Health Workforce Initiative, Bay Area Region. The students were given the opportunity to experience a "mock" RDA practical exam licensure exam. The students benefited from the experience resulting in a high pass rate in August/November of this year (90%). Faculty from Northern California community colleges and other educational institutions participated and conducted the mock board to gain more experience and pass this knowledge onto their students about the actual experience of the real board exam at the UCSF School of Dentistry.

1B. Program Improvement: What areas or activities are you working on this year to improve your program? Please respond to any feedback from the supervising administrator from last year's program review.

The Dental Assisting Program faculty are currently looking at the Commission on Dental Accreditation standards for dental assisting and ensuring the program is following all of the requirements for the standards since the standards have changed since the last accreditation site visit. The program writes a comprehensive self study and prepares for a site visit every 7 years. The next accreditation site visit will be in 2018.

The program is also reviewing the outcome assessment tools utilized to measure student satisfaction and success. The quarterly survey was biased toward positive feedback and was revised to reflect an unbiased survey. The program will also be looking at individual SLOs and PLOs to see if they are adequate and helpful for program improvement.

1C. Measures of Success: What data or information will you use to measure your success (e.g. student success rates, changes in student or program learning outcomes)?

The dental assisting program uses several outcome measures for success which include the following:

Quarterly student surveys: As indicated in 1B above, the quarterly surveys were biased toward positive feedback and were revised before distribution in a week or so for the Fall quarter. The program director will meet and discuss with individual instructor any course(s) which have a trend in negative comments or responses.

End-of-Year graduate survey: This survey measures whether the program is meeting accreditation standards (within the context of being probably employed and considering the questions with having some employment experience), program satisfaction, employment and salary.

Alumni survey: This survey is given to the graduates of the program 6 months post-graduation. This survey measures whether the program is meeting accreditation standards, program satisfaction, employment, salary, pass rates for the licensure exams, and whether the graduate is pursuing higher education.

Employer survey: This survey is given to the employer/dentist of the graduate 6 months post-graduation. This survey measures the level of satisfaction the employer/dentist with the graduate.

PLOs & SLOs: The PLOs are utilized by the program director to determine program effectiveness. The SLOs are utilized by the individual course instructors to determine whether the student has grasped 1-2 important concepts during the course.

Program Review: The program review process is used to measure program viability.

1D. EMP Goal: The 2015-2020 Educational Master Plan (EMP) includes the following goal:
"Create a culture of equity that promotes student success, particularly for underserved students."

Based on the program review [data](#), tell us some of the things your program will be doing this year to support this goal. You will be asked to report on any accomplishments on your next comprehensive program review.

The program met and exceeded the college average for most of the targeted groups. The goal of this program is to continue to recruit from program graduates and current students as they are the programs' best referral source. The program faculty are meeting formally at least once a quarter instead of once a year.

The program will continue to ask for one-time lottery, Perkins and other funding sources to cover costs of equipment and materials to supplement the program's B budget.

The program director and faculty will continue to promote the profession of dental assisting by participating in the regulatory and legislative process. This includes meeting in a regular basis with other program directors & faculty, attending Dental Board of California Board of Directors' meetings, attending policy meetings, and participating in the revision of the educational regulations for dental assisting. The program director co-founded a dental assisting program director & faculty ed. group in the summer of 2015 called the Dental Assisting Educators Group (DAEGr). This educators group was formed because the California Dental Assisting Teachers Association was not meeting the need of the dental assisting educators and were proposing regulatory and legislative language which would not be beneficial to the dental assisting profession.

SECTION 2: PROGRAM OBJECTIVES & RESOURCE REQUESTS**2A. New Program Objectives:** Please list any new objectives (do not list your resource requests).

Program Objective	Implementation Timeline	Progress Measures
<i>Example: Offer 2 New Courses to Meet Demand</i>	<i>Winter 2016 Term</i>	<i>Course Enrollment</i>
1. Keep program up-to-date with current dental trends	Ongoing	Positive feedback on student surveys
2. Respond to the students' educational needs as requested on student surveys	Ongoing	Positive feedback on student surveys
3. Establish consistent network of dental externship offices or clinics	Winter 2016	Successful placement of students in positive externship environment
4. Maintain targeted counseling support for students	Ongoing	PR data sheet
5. Maintain program accreditation approval status of Accredited without Reporting Requirements	Ongoing	Approved with no reporting status
6. Maintain and update facilities in accordance with health & safety guidelines	Ongoing	Room 5301 remodelled for electrical improvements
7. Prepare students for employment as Dental Assistants to provide comprehensive care in all areas of dentistry.	Ongoing	Student and graduate survey results
8. Maintain qualified faculty and maintain faculty improvement	Ongoing	Hire qualified part-time faculty and their participation in attending conferences and workshops

2B. Resource Requests: Using the table below, summarize your program's unfunded resource requests. Refer to the Operations Planning Committee (OPC) [website](#) for current guiding principles, rubrics and resource allocation information.

Resource Request	\$	Program Objective (Section 2A)	Type of Resource Request			
			Full-Time Faculty/Staff Position	One-Time B-Budget Augmentation	Ongoing B-Budget Augmentation	Facilities and Equipment
human skulls	1,650	1 & 7	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
assisting chairs	2000	1, 2 & 7	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
book, models & display cases	1000	2 & 6	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
small dental equipment and instruments: instrument set-up for dental procedures, washer/dryer	10,000	1, 2, 5 & 7	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
AED for clinic	1200	6	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Amalgam separator filters	350/month	6	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3D cone beam x-ray head	26,000	1 & 7	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CAD CAM cerec software, computer, camera and milling	120k	1, 5 & 7	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

maching				
smart board 5302	10,000	2 & 7	<input type="checkbox"/>	<input type="checkbox"/>
pedo & adult x-ray mankins	15,000	2, 5 & 6	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Instrument tray set-ups	\$4000	1, 5, 7	<input type="checkbox"/>	<input checked="" type="checkbox"/>
anatomage dental		1, 2 and 7	<input type="checkbox"/>	<input checked="" type="checkbox"/>
faculty development and supplies (Perkins)	10,000		<input type="checkbox"/>	<input type="checkbox"/>
Supplies (lottery)	1,200		<input type="checkbox"/>	<input type="checkbox"/>
Open House (food/beverages)			<input type="checkbox"/>	<input checked="" type="checkbox"/>
Light cure units	12,000		<input type="checkbox"/>	<input type="checkbox"/>

2C. Unbudgeted Reassigned Time: Please list and provide rationale for requested reassigned time.

The DA program director receives 25% reassigned time to conduct the day-to-day duties of the program. There are many duties the PD must manage such as coordinate clinical externship sites, secure clinical contracts, organize the advisory board meeting and secure members for the board, maintain program compliance with accreditation standards, oversee TracDat, write the program review document, course curriculum editing, hazmat compliance, hazmat disposal, oversee incoming students and required paperwork, student counseling (conferences, warnings, probation and dismissal), scheduling of part-time and full-time faculty with quarterly course offerings, organize and attend community service activities (required by accreditation), organize guest speakers for student seminars, keeping track of budget from several accounts, order and submit payment for supplies and equipment, requesting one-time lottery, Perkins, and migrant money, holding program preview events, coordinating website postings, coordinating RDA licensure applications and verifying graduation, coordinate graduation Open House for students with certificates, organizing and distributing quarterly, graduate and post-graduate surveys, organizing and distributing accreditation survey to students for required Commission on Dental Accreditation Annual Survey, coordinating with faculty quarterly student kits from UCLA Health Science Store, ordering and distribution of student kits, maintenance of equipment, scanning coronal polishing documents in the event of an audit by the Dental Board of California, maintaining faculty credentialing binder, maintaining outcomes assessment binder for accreditation, meeting with librarian to review library holdings & request new resources, student licensure documentation, making licensure folders with pertinent documents for students, grading portfolio contents and overseeing portfolio process, conduct regular staff meetings,

The program director is requesting 50% reassigned time in order to be available to meet with students when they need the PD, to be more effective at the job, and to ensure the program is in continual compliance with accreditation.

SECTION 3: LEARNING OUTCOMES ASSESSMENT SUMMARY

3A. Attach 2014-2015 Course-Level Outcomes: Four Column Report for CL-SLO Assessment from TracDat. Please contact the Office of Instruction to assist you with this step if needed.

3B. Attach 2014-2015 Program-Level Outcomes: Four Column Report for PL-SLO Assessment from TracDat. Please contact the Office of Instruction to assist you with this step if needed.

SECTION 4: FEEDBACK AND FOLLOW-UP

This section is for the Dean/Supervising Administrator to provide feedback.

4A. Strengths and successes of the program as evidenced by the data and analysis:

Targeted students in the Dental Assisting program succeed at high levels (97%), therefore the program fulfills the

college goal of creating a culture of equity that promotes student success particularly for underserved populations. The program director serves on accreditation teams nationally for Dental Assisting programs and stays current on accreditation standards and issues in the dental field.

4B. Areas of concern, if any:

None

4C. Recommendations for improvement:

The program director is encouraged to work with local high schools to develop career pathways in the dental profession. Furthermore, continued work in expanding the pool of applicants from diverse backgrounds is encouraged.

4D. Recommended Next Steps:

- Proceed as Planned on Program Review Schedule
- Further Review / Out-of-Cycle In-Depth Review

Upon completion of Section 4, the Program Review document should be returned to department faculty/staff for review, then submitted to the Office of Instruction and Institutional Research for public posting. Please refer to the Program Review timeline.

Unit Course Assessment Report - Four Column

Foothill College Department - Dental Assisting (D A)

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
<p>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))</p> <p>Start Date: 09/26/2011</p> <p>End Date: 12/21/2011</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: The student will be evaluated using a rubric and a passing score of 73% or higher.</p> <p>Assessment Method Type: Presentation/Performance</p> <p>Target for Success: 95% of the students will pass this.</p>	<p>01/07/2016 - 100% of the students passed a quiz on documentation in the treatment record.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>GE/IL-SLO Reflection: Students will build on this topic in subsequent quarters.</p>	
<p>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))</p> <p>Start Date: 09/26/2011</p> <p>End Date: 12/16/2011</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: The student will be evaluated with a multiple choice test with a passing score of 75% or higher.</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: 95% of students will have a passing grade.</p>	<p>01/07/2016 - 100% of the students passed at 75% or better for a quiz on allowable duties</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>Resource Request: Purchase 24 California State Dental Practice Act booklets</p> <p>GE/IL-SLO Reflection: Students need to remember the allowable duties so they can avoid working outside the scope of practice for the state of California.</p>	
<p>Department - Dental Assisting (D A) - D A 51A - INTRODUCTION TO CHAIRSIDE DENTAL ASSISTING - SLO 1 - Dental Instrumentation - The student must identify</p>	<p>Assessment Method: This SLO evaluation is part of a triple-jump lab exam given at the end of fall quarter.</p> <p>Assessment Method Type:</p>	<p>01/07/2016 - 100% of the students passed the instrument exam.</p> <p>Result:</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>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))</p> <p>Start Date: 09/26/2011</p> <p>End Date: 12/16/2011</p> <p>Course-Level SLO Status: Active</p>	<p>Exam - Course Test/Quiz</p> <p>Target for Success: 90% of the students will successfully complete the instrument exam.</p>	<p>Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>Resource Request: Instrument cassettes with instrument for restorative procedures</p> <p>GE/IL-SLO Reflection: The students can identify instruments but accreditation standard says they must be able to put together tray set-ups so it would be easier to do this with standard tray set-ups that don't need to be taken apart for other procedures.</p>	
<p>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))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: This SLO is part of a triple-jump lab exam given to students at the end of the quarter.</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: 96% of the students will successfully complete the SLO.</p>	<p>01/07/2016 - 80% of the students successfully passed the lab final.</p> <p>Result: Target Not Met</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>Resource Request: Instruments and supplies for laboratory exercises.</p> <p>GE/IL-SLO Reflection: The students struggled with the spelling portion of the exam.</p>	<p>01/07/2016 - Continue to stress the importance of spelling especially for documentation in the treatment plan.</p>
<p>Department - Dental Assisting (D A) - D A 51B - INTERMEDIATE CLINICAL DENTAL 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))</p> <p>Start Date: 01/09/2012</p>	<p>Assessment Method: Matching questions using images or actual orthodontic instruments.</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: 95% of the students will pass.</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
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.		
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))	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.		
Start Date: 01/09/2012 End Date: 03/30/2012 Course-Level SLO Status: Active			
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))	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.	06/27/2015 - 100% of the students scored a 75% or higher on their coronal polishing technique. Result: Target Met Year This Assessment Occurred: 2014-2015	
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: Presentation/Performance Target for Success: 95% of the students will have a passing grade		
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	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	06/27/2015 - 100% of the students passed with a 75% or higher on their clinical competency. Result: Target Met Year This Assessment Occurred: 2014-2015	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>By Department - Dental Assisting (D A)</p> <p>Start Date: 04/09/2012</p> <p>End Date: 06/29/2012</p> <p>Course-Level SLO Status: Active</p>	<p>Target for Success: 95% of the students will pass</p>		
<p>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))</p> <p>Start Date: 09/26/2011</p> <p>End Date: 12/16/2011</p> <p>Course-Level SLO Status: Active</p>	<p>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.</p> <p>Assessment Method Type: Class/Lab Project</p> <p>Target for Success: 75% of the students will achieve this outcome</p>	<p>12/16/2015 - 90% of the students achieved this goal. The most helpful assignment to this assessment was the required FMS drawings. In the past, students were most concerned about drawing the proportion of teeth size. This was de-emphasized this year by showing the template on the whiteboard (not screen) and I drew the teeth to be centered onto the template. While Dayna assisted me with reading out loud the requirements of what is required in each film, the students also drafted their FMS drawing. This was an excellent way to introduce the new faculty member to the class by having her take an active role. The film placement error that occurred was not due to incorrect placement of the film on the tooth but due to the film slipping in the XCP while DXTTR was closing.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>Resource Request: XCP attachment holders will need to be replaced to hold film or plates securely</p>	
<p>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))</p> <p>Start Date:</p>	<p>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 unlabeled component parts</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p>	<p>12/16/2015 - 92% of this target was met. Students were able to identify large component parts, but not small component parts of the anode. Target focal spot and copper stem was the most commonly missed question on the exam.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred:</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>09/26/2011 End Date: 12/16/2011 Course-Level SLO Status: Active</p>	<p>Target for Success: 80% of the students will be able to successfully complete this SLO</p>	<p>2014-2015 Resource Request: none</p>	
<p>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: Active</p>	<p>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</p>		
<p>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</p>	<p>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</p>		
<p>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</p>	<p>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</p>	<p>07/01/2015 - 100% of the students produced a diagnostic panoramic x-ray. Specifically 68% of the students scored 100% and 32% of the students scored 95% Result: Target Met Year This Assessment Occurred: 2014-2015 Resource Request: continue to have the panoramic x-ray machine kept in good working condition for</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		the focal trough LED lights and temple guard positioning	
Department - Dental Assisting (D A) - D A 53C - DENTAL RADIOGRAPHY III - SLO 2 - Dental Techniques - The student will be able to recognize four normal anatomical landmarks on the panoramic radiograph (Created By Department - Dental Assisting (D A)) Course-Level SLO Status: Active	<p>Assessment Method: Given a powerpoint image of a panoramic radiograph, the students will be able to correctly identify four labeled anatomical landmarks; two on the maxilla, two on the mandible</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: The target for success is a passing rate of three of the four labels answered correctly.</p>	<p>07/01/2015 - All students passed this identification of landmarks. This assessment can also be done on the graded panoramic form where the students identify 4 landmarks on the panoramic image they took on their patient</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>GE/IL-SLO Reflection: this identification is more meaningful to a student to find landmarks on an image they just produced, rather than on a ppt. image. However the assessment will not change because of the possibility a student does not take a live panoramic image on a patient</p>	
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	<p>Assessment Method: Casey study assignment. Student given a patient case study and must assess, plan, and submit a written plan.</p> <p>Assessment Method Type: Case Study/Analysis</p> <p>Target for Success: 95% of students will successfully complete an appropriate plan</p>		
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	<p>Assessment Method: Each students will be assigned a oral hygiene aid to present to class. Findings will be reported to class.</p> <p>Assessment Method Type: Presentation/Performance</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
supplemental aid product will be researched, presented and demonstrated with 75% accuracy. (Created By Department - Dental Assisting (D A))	<p>Target for Success: 95% of students will successfully pass assignment.</p>		
<p>Course-Level SLO Status: Active</p>			
<p>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))</p>	<p>Assessment Method: Students will be given a case study and will have to answer questions concerning that case study in a final exam.</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: 95% of the students will be successful.</p>		
<p>Course-Level SLO Status: Active</p>			
<p>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 medications commonly found in the dental emergency kit. (Created By Department - Dental Assisting (D A))</p>	<p>Assessment Method: Students will be asked to list emergency equipment and medications along with their purpose. Students will also be given images or actual items to identify.</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: 95% of the students will be successful.</p>		
<p>Course-Level SLO Status: Active</p>			
<p>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))</p>	<p>Assessment Method: Online test.</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: 91% of the students will be able to successfully answer questions regarding work independence in various dental settings.</p>	<p>01/07/2016 - 95% of the students successfully passed a quiz on these topics.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>GE/IL-SLO Reflection: It is important for students to understand the different settings available to dental assistants.</p>	
<p>Course-Level SLO Status: Active</p>			
<p>Department - Dental Assisting (D A) - D A 58 - SPECIALITY PRACTICE PROCEDURES -</p>	<p>Assessment Method: Students will be asked to identify allowable</p>	<p>01/07/2016 - 95% of the students were able to identify allowable duties on a online quiz.</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>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))</p> <p>Start Date: 09/23/2013</p> <p>End Date: 12/12/2014</p> <p>Course-Level SLO Status: Active</p>	<p>duties on a written test.</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: The students will be able to identify allowable duties by 91%</p>	<p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>GE/IL-SLO Reflection: Students must work within the scope of practice upon graduation.</p>	
<p>Department - Dental Assisting (D A) - D A 60A - DENTAL OFFICE BUSINESS</p> <p>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))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Students will role play answering phone for typical dental office phone calls.</p> <p>Assessment Method Type: Discussion/Participation</p> <p>Target for Success: 91% of the students will be able to talk clearly, answer questions correctly, and give pertinent information.</p>		
<p>Department - Dental Assisting (D A) - D A 60A - DENTAL OFFICE BUSINESS</p> <p>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))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Students working in groups will be given common dental office documents and will be asked to identify which documents require HIPAA compliance.</p> <p>Assessment Method Type: Class/Lab Project</p> <p>Target for Success: 95% of the groups will be successful.</p>		
<p>Department - Dental Assisting (D A) - D A 60B - DENTAL OFFICE BUSINESS</p> <p>PRACTICES II - SLO 1 - Resume Skills - The student will compose a professional resume and cover letter. (Created By Department - Dental Assisting (D A))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Students will word process a resume and cover letter.</p> <p>Assessment Method Type: Class/Lab Project</p> <p>Target for Success: Final draft will have no spelling or grammatical errors.</p>	<p>09/19/2015 - 100% of the students completed an acceptable cover letter and resume by the end of Spring quarter.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>Resource Request: None needed</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>GE/IL-SLO Reflection: A appropriate resume and cover letter are needed for job acquisition. All students completed a resume and cover letter with their own unique style and were not using a cookie cutter document.</p>	
<p>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))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Students will be given patient date to enter into a dental software program.</p> <p>Assessment Method Type: Class/Lab Project</p> <p>Target for Success: 95% of the students will be successful</p>	<p>09/19/2015 - 100% of the students were able to enter patient data into a dental software program.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>Resource Request: None needed</p> <p>GE/IL-SLO Reflection: Not all students were successful on the first attempts. Eventually with guidance were able to complete this task and turn in a printout to demonstrate success.</p>	
<p>Department - Dental Assisting (D A) - D A 60B - DENTAL OFFICE BUSINESS PRACTICES II - SLO-3 Interviewing Skills - Interviewing Students will preform interviews with real mentors that are working dental professionals. Mentors will provide feedback and offer suggestions to assist the dental assisting student in an actual interviewing situation. (Created By Department - Dental Assisting (D A))</p> <p>Start Date: 05/05/2014</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: In a group setting, students will practice responses to possible interview questions. Instructor will offer feedback and critique. In a second session, students will be interviewed by a mentor from the dental profession. Students will be provided with feedback and suggestions for a successful real interview.</p> <p>Assessment Method Type: Interviews/Focus Groups</p>	<p>09/19/2015 - All students participated in this project.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>Resource Request: None needed</p> <p>GE/IL-SLO Reflection: Depending on the initiative of the student, the students were able to complete these tasks. Some more successful than others. Some needing guidance and support.</p>	
<p>Department - Dental Assisting (D A) - D A 62A - DENTAL SCIENCES I - SLO 1 - Dental Techniques - The student must be</p>	<p>Assessment Method: Questions on midterm exam.</p> <p>Assessment Method Type:</p>	<p>01/07/2016 - 92% of the students were able to correctly identify permanent and primary teeth</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>able to correctly identify permanent and primary teeth using the Palmer and Universal Numbering systems. (Created By Department - Dental Assisting (D A))</p> <p>Course-Level SLO Status: Active</p>	<p>Exam - Course Test/Quiz</p> <p>Target for Success: 91% of the students will successfully pass this SLO.</p>	<p>using the different tooth numbering systems.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>Resource Request: Plastic teeth models</p> <p>GE/IL-SLO Reflection: This year some plastic teeth models were purchased but not enough for each student. This helped with the tooth numbering and identification.</p>	
<p>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))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Student given a mystery tooth to label and identify.</p> <p>Assessment Method Type: Class/Lab Project</p> <p>Target for Success: 91% of the students will be able to identify the correct tooth.</p>	<p>01/07/2016 - 100% of the students were able to identify a mystery tooth.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>Resource Request: plastic teeth models</p> <p>GE/IL-SLO Reflection: Students were required to draw their mystery tooth and identify the characteristics to justify their findings.</p>	
<p>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))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Students will be given a case study and will work in groups to answer questions about the tooth development process.</p> <p>Assessment Method Type: Class/Lab Project</p> <p>Target for Success: 95% of the groups will be successful.</p>		
<p>Department - Dental Assisting (D A) - D A 62B - DENTAL SCIENCES II - SLO 2 - Application of Knowledge - The student will</p>	<p>Assessment Method: Students will be given a patient case study and have to answer questions concerning</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>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))</p> <p>Course-Level SLO Status: Active</p>	<p>the caries risk of the patient.</p> <p>Assessment Method Type: Case Study/Analysis</p> <p>Target for Success: 95% of the students will be successful.</p>		
<p>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))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Students will be given a sample prescription and have to interpret the information on the prescription.</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: 95% of the students will be successful.</p>	<p>09/19/2015 - 100% of the students were able to interpret a written prescription based on written exam questions.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>Resource Request: None needed</p> <p>GE/IL-SLO Reflection: Lecture and practice worksheets are effective for this topic</p>	
<p>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))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Students will record their food intake for 1 week, assess the data and formulate a plan for proposed changes.</p> <p>Assessment Method Type: Class/Lab Project</p> <p>Target for Success: 95% of students will be successful</p>	<p>09/19/2015 - 100% of the students completed the assignment and were able to assess the data and formulate a plan.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>Resource Request: None needed</p> <p>GE/IL-SLO Reflection: Lecture and worksheets for this topic are effective.</p>	
<p>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</p>	<p>Assessment Method: Students will work in pairs and practice working with a student-partner who is wearing earplugs to simulate a hearing impaired student.</p>	<p>09/19/2015 - 100% of the students practiced with a student partner to simulate various disabilities.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred:</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>patient. (Created By Department - Dental Assisting (D A))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method Type: Class/Lab Project</p> <p>Target for Success: 95% of the students will successfully role play as reported by their peer evaluator.</p>	<p>2014-2015</p> <p>Resource Request: None needed</p> <p>GE/IL-SLO Reflection: Students reported they enjoyed these exercises in their course evaluations.</p>	
<p>Department - Dental Assisting (D A) - D A 63</p> <p>- 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))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Students will work in pairs to simulate communicating with a visually impaired patient.</p> <p>Assessment Method Type: Class/Lab Project</p> <p>Target for Success: 95% of the students will be successful as reported by their peer evaluator.</p>	<p>09/19/2015 - All of the students worked with student partners to complete this assignment</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>Resource Request: None needed</p> <p>GE/IL-SLO Reflection: Many students reported in their course evaluations how they appreciated these assignments.</p>	
<p>Department - Dental Assisting (D A) - D A 71</p> <p>- 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 and body fluids. (Created By Department - Dental Assisting (D A))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Student will be given a series of questions concerning PPE in consideration of extent of exposure.</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: 91% of the students will be able to correctly answer the question on the assessment tool.</p>	<p>01/07/2016 - 100% of the students were able to correctly answer the questions on the assessment tool.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>Resource Request: Need sterilization equipment in new classroom for demonstration</p> <p>GE/IL-SLO Reflection: Students practice in class the correct types of PPE and also the correct way to wear and put on or off. Many mention in their competency paper at the end of the quarter about their observations concerning PPE.</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>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))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Questions on exam.</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: 91% of the students will be able to correctly answer the questions on the assessment tool.</p>	<p>01/07/2016 - 94% of the students were able to correctly identify the sterilization equipment.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>Resource Request: Need sterilization equipment in new classroom for demonstration</p> <p>GE/IL-SLO Reflection: Students do not have a lab for this class but the instructor can demonstrate if the right equipment were present in the classroom.</p>	
<p>Department - Dental Assisting (D A) - D A 73 - DENTAL ASSISTING SUPERVISED CLINIC - SLO 1 - Performance - By the end 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))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: DA students record and log clinic hours in their internship folder.</p> <p>Assessment Method Type: Observation/Critique</p> <p>Target for Success: 100% of the students will reach the targeted goal.</p>		
<p>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))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Students must record treatment procedures on a daily basis while attending internships. The treatment record is graded on a daily basis.</p> <p>Assessment Method Type: Field Placement/Internship</p> <p>Target for Success: 85% of students will be able to successfully complete a treatment plan with no errors or incorrect statements.</p>		
<p>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</p>	<p>Assessment Method: Students are placed in internship offices and keep a log of chairside assisting.</p> <p>Assessment Method Type:</p>	<p>09/19/2015 - All students were placed in various externship offices in the Bay Area and completed the targeted hours.</p> <p>Result:</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>assisted at chairside at a private general or specialty dental practice at least 80 hours. (Created By Department - Dental Assisting (D A))</p> <p>Course-Level SLO Status: Active</p>	<p>Field Placement/Internship</p> <p>Target for Success: 100% of the students will be success in reaching the targeted hours.</p>	<p>Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>Resource Request: None needed</p> <p>GE/IL-SLO Reflection: All students were placed in offices and met the targeted hours. Some students had better experiences than others. It was difficult to find appropriate dental offices although the offices stated they would work well with students and didn't</p>	
<p>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))</p> <p>Course-Level SLO Status: Active</p>	<p>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.</p> <p>Assessment Method Type: Portfolio Review</p> <p>Target for Success: 100% of students will submit a acceptable portfolio project.</p>	<p>09/19/2015 - All students completed and submitted a portfolio project as their capstone project.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>Resource Request: None needed</p> <p>GE/IL-SLO Reflection: The portfolio project continues to evolve and worked well this year.</p>	
<p>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))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Students perform a mock hands-on board for the RDA state board licensing practical exam.</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: 100% of the students will successfully pass the state board exam</p>	<p>09/19/2015 - All students participated (who qualified) in the RDA state board exam. Appx. 80% of the students passed the exam in August 2015</p> <p>Result: Target Not Met</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>Resource Request: Continue to fund disposable materials and equipment for this endeavor.</p> <p>GE/IL-SLO Reflection: This past year the pass rate has increased</p>	<p>09/19/2015 - Continue to work with students on the skills and continue to offer mock exams several times a quarter.</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		significantly compared to last year that had low pass rates throughout the entire state of California.	
<p>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))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Students take a pre and post test for the RDA written state board licensing exam.</p> <p>Assessment Method Type: Pre/Post Test</p> <p>Target for Success: 100% of the students will pass the post-exam.</p>	<p>09/19/2015 - 100% of the students passed the post-exam.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>Resource Request: None needed.</p> <p>GE/IL-SLO Reflection: Review questions and practice tests are helpful.</p>	
<p>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))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Students will test caries detection devices on tooth models which have sound and carious tooth structure.</p> <p>Assessment Method Type: Class/Lab Project</p> <p>Target for Success: 95% of the students will be successful.</p>	<p>09/19/2015 - 100% of the students were able to use caries detection devices to detect dental decay on artificial tooth models.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>Resource Request: Diagnodent caries detection device</p> <p>GE/IL-SLO Reflection: The students have one of the two detection devices to operate.</p>	
<p>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))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Students will place pit and fissure sealants on a total of 4 patients.</p> <p>Assessment Method Type: Class/Lab Project</p> <p>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</p>	<p>09/19/2015 - 100% of the students were able to successfully place pit and fissure sealants on their last clinical patient.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>GE/IL-SLO Reflection: The format was changed so 1:1 instruction</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	exam.	occurred during the entire first time sealants were placed on a patient.	

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
<p>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.</p> <p>Start Date: 09/26/2011</p> <p>End Date: 06/29/2012</p> <p>SLO Status: Active</p>	<p>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.</p> <p>Assessment Method Type: Portfolio Review</p> <p>Target: 100% of the students must receive a passing grade on this capstone project.</p>	<p>01/07/2016 - 100% of the students received a passing grade on their portfolio project at the end of Spring quarter.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>Resource Request: Equipment and supplies to keep program up -to-date with newest technology.</p> <p>GE/IL-SLO Reflection: Student portfolio submissions were especially good this year and many were well received by dentist employers.</p>	
<p>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.</p> <p>Start Date: 09/20/2010</p> <p>End Date: 06/30/2011</p> <p>SLO Status: Active</p>	<p>Assessment Method: Students will take a bite wing and full mouth series of radiographs with minimal retakes as prescribed by the American Dental Association</p> <p>Assessment Method Type: Class/Lab Project</p> <p>Target: Students attending the Foothill College Dental Assisting Program.</p>	<p>01/07/2016 - 100% of students were able to take radiographs successfully on clinical patients.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>Resource Request: Equipment and supplies to keep program up -to-date with newest technology.</p> <p>GE/IL-SLO Reflection: The advisory board mentions every year how important it is for students to be able to take qualify radiographs.</p>	