

**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:** Dental Assisting Department

**Division Name:** Biological and Health Sciences Division

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

Name	Department	Position
Cara Miyasaki	DA	Program Director
Judy Yamamoto	DA (50%) DH (50%)	Radiology Instructor
Dayna Barao	DA	Instructor
Truc Nguyen	DA/DH	Admin. Assistant

**Number of Full Time Faculty:** 1.5      **Number of Part Time Faculty:** 9

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

Administrative Assistant : Truc Nguyen, Front Desk DH clinic and other duties  
 (shared position with dental hygiene program) Support mandated by program accreditation.

Administrative Assistant: Claudia Flores, Allied Career Coordinator  
 Shared among all allied health programs at the Foothill Campus

## 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 98% success rate for African American students and a 88% for Latino/a students by the "grade" category. Twelve percent of the class was African American and 11% of the class consisted of Latino/a students.

With regards to student equity the program had a higher percentage of targeted students compared to the college average. The program was 8% higher in African American students. The success rates were somewhere between 98% and 88% as stated above.

The age of the students ranged from 18-34 years old and 8/21 students (38%) were the first in their family to attend college.

A total of 67% of the students spoke a second and sometimes a third language. The languages include: Chinese, Vietnamese, Tagalog, Spanish, Korean, Tigran, Amheric, Farsi, German and Armenian.

The 21 students who graduated were tracked and the results are below.

Attending college full-time: 1

Working full-time: 12

Working full-time and attending college part-time: 3

Working part-time and attending college part-time: 3

Attending Dental School: 1(Spain) and 1 (UCSF School of Dentistry International Dental Program)

**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 program is in the stages of developing short term and long term goals for student recruitment. Applications and enrollment for our program was low, however, this seems to be a trend based on data from other program directors in the Bay Area (Sacramento City (down 2%) , San Mateo (down 25%), Diablo Valley (down 17%), San Francisco City (varies), College of Alameda (down 4%), and College of Marin (down 17%). Short term goals include development and printing of a new and upated brochure, recruiting at the De Anza Flea Market starting in January 2017 with giveaways from Marketing (requested but need to be ordered).

Long term goals include a PDL leave for the program director which includes learning the Spanish language and developing a 0.5-1 unit course as a introductory course for dental assisting which could be offered at a local high school or at Foothill College. Part of the course will include dental terminology and phrases in Spanish.

**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)?

Twenty percent of the current class are of Latino/a descent. A tutor who speaks Spanish has been hired and is being paid out of Perkins funding. Retention and graduation of all or most of the Latino/a students this year will be our measure of success.

In addition, the dental assisting program uses several outcome measures for success which include the following:

Quarterly student surveys: 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 goal of this program is to continue to recruit using word of mouth recommendations from past program graduates and current students as they are the programs' best referral source.

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. In addition, the program will request ongoing funding for Spanish speaking tutor and also request for funding to hire a former graduate or part-time instructor for recruitment at local venues and local high schools.

The program director and faculty will continue to promote the profession of dental assisting by participating in the regulatory and legislative process. The program director will continue to attend meetings of the dental educators group in NorCal and SoCal that she has recently co-founded.

## 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	Ongoing	Successful placement of students in positive externship environment
4. Increase enrollement and retention of targeted student populations.	Ongoing	PR data sheet
5. Prepare for upcoming Commission on Dental Accreditation site visit in 2018	Ongoing	Staff meetings reflecting preparation for self-study

6. Maintain and update facilities in accordance with health & safety guidelines	Ongoing	Room 5301 remodeled 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
9. Respond to shortage of dental assistants in Northern California.	Ongoing	Approval of PDL leave which has focus on student equity, recruitment and retention
10. Develop and grow a continuing education program to serve health care professionals.	Spring 2018	Enrollment numbers for CE courses.
11. Dental assisting program director spending less time with DH program and more time with DA program.	Fall 2017	Fully staff the dental hygiene program with a supervising dentist.

**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

ANNUAL PROGRAM REVIEW TEMPLATE for 2016-2017

April 2017 edition of textbook, workbook and instrument guide for instructors (not enough desk copies)	1K	1, 4, 7, 8		x	
Models and display cases	1K	1, 2, 4, 7			x
Washer/dryer	1K	4, 5, 6	x		
Amalgam separator filters	350/month	5, 6			x
CAD CAM cerec software, computer, camera and milling machine	120K	1, 2, 4, 7	x		x
CAD-CAM cerec service contract	1K per year	1, 2, 4, 5, 7		x	
Smartboard	10K	1, 4, 5, 7			x
Instruments and supplies (Lottery gives 1180.00)	8k in addition	1, 2, 4, 5, 7		x	
Faculty development (Perkins)	10K	1, 4, 5, 7, 8			
Electrical remodel of room 5301	3K	1, 5, 6, 7			x

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

ANNUAL PROGRAM REVIEW TEMPLATE for 2016-2017

Patient chairs for radiology	4 X 4K	1, 2, 4, 5, 6, 7		X
x-ray tube heads	4K	1, 4, 5, 6, 7		X
Graduation (food/beverages)	200.00	2		X
Light curing units	5K	1, 2, 4, 5, 7		X
Digital scanner	20K	1, 2, 4, 5		X
Heavy duty printer (Program director's office)	1.5K	4, 5, 9		X
Scanner (Program director's office and part-time office)	1K	4, 5, 9		X
Marketing supplies for recruitment	1K	3, 4, 5, 9		X
Repair for wear and tear of clinic		2, 4, 5, 6, 7		X
Digital x-ray film scanner	5K	1, 2, 4, 5 , 6, 7		X

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
Midwest caries ID electronic dental decay detector	2K	1, 2, 4, 5, 7				X

ANNUAL PROGRAM REVIEW TEMPLATE for 2016-2017

Diagnodent electronic dental decay detector	5K	1, 2, 4, 5, 7		x
Spanish speaking tutor (Perkins?)	5K	2, 4, 96		x
Soundproofing vacuum system room	2K	6		x
Textbooks to loan to students (Kaider mini-grant)	1200.00	1, 2, 7	x	
Storage cabinets for 5113	1K	2, 5, 6		x
Full-time supervising dentist for DH program	90K	11	x	
Continuing education coordinator for BHS division	?	10		x

**2C. Unbudgeted Reassigned Time:** Please list and provide rationale for requested reassign 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 2015-2016 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 2015-2016 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:**

The Dental Assisting program is a 9 month program with few prerequisites. As such, it is a vital work-force program for students wanting to enter the workforce quickly. It is an excellent program with no achievement gap between targeted and non-targeted students. It is highly diverse with more than 60% of the students speaking a second or third language with 38% being first from their family to attend college.

**4B. Areas of concern, if any:**

Enrollment in DA has consistently declined since 2012-13. This is due to low numbers of applicants. Although this is a local trend as the program director describes in this program review, targeted recruitment is required to ensure that the next class is fully enrolled.

**4C. Recommendations for improvement:**

Targeted recruitment is required to ensure a full class is enrolled next year.

**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
Department - Dental Assisting (D A) - DA 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))	<b>Assessment Method:</b> The student will be evaluated using a rubric and a passing score of 73% or higher. <b>Assessment Method Type:</b> Presentation/Performance <b>Target for Success:</b> 95% of the students will pass this.	12/23/2016 - 96% of the students passed this assessment <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2016-2017 <b>Resource Request:</b> None.	
<b>Start Date:</b> 09/26/2011 <b>End Date:</b> 12/21/2011	<b>GE/L-SLO Reflection:</b> This is an online class and the assessment was submitted online.	01/07/2016 - 100% of the students passed a quiz on documentation in the treatment record.	
<b>Course-Level SLO Status:</b> Active	<b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2014-2015 <b>GE/L-SLO Reflection:</b> Students will build on this topic in subsequent quarters.	12/13/2013 - 80% of the students demonstrated competency at a level of 90% or higher and the remaining students demonstrated competency at a level between 73% - 90%.	12/16/2011 - no changes needed
<b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2012-2013 <b>GE/L-SLO Reflection:</b> This assignment was a successful assignment.			

Course-Level SLOs	Means of Assessment & Targets for Success/Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p><b>Department - Dental Assisting (D A) - DA 50 ORIENTATION TO DENTAL ASSISTING - SLO 2 - Responsibilities</b> - The student will identify the allowable duties of the dental assistant in the State of California under direct supervision &amp; general supervision.</p> <p><b>Created By Department - Dental Assisting (D A)</b></p> <p><b>Start Date:</b> 09/26/2011  <b>End Date:</b> 12/16/2011</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Exam - Course Test/Quiz</p> <p><b>Target for Success:</b> 95% of students will have a passing grade.</p> <p><b>GE/L-SLO Reflection:</b> It is important for all dental assistants to understand and know their scope of duties. Licensure status can be affected by practicing outside the scope of duties.</p>	<p>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.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2013-2014</p> <p><b>Resource Request:</b> None.</p> <p><b>GE/L-SLO Reflection:</b> 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.</p>	
<p><b>Department - Dental Assisting (D A) - DA 50 ORIENTATION TO DENTAL ASSISTING - SLO 2 - Responsibilities</b> - The student will identify the allowable duties of the dental assistant in the State of California under direct supervision &amp; general supervision.</p> <p><b>Created By Department - Dental Assisting (D A)</b></p> <p><b>Start Date:</b> 09/26/2011  <b>End Date:</b> 12/16/2011</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Exam - Course Test/Quiz</p> <p><b>Target for Success:</b> 95% of students will have a passing grade.</p> <p><b>GE/L-SLO Reflection:</b> It is important for all dental assistants to understand and know their scope of duties. Licensure status can be affected by practicing outside the scope of duties.</p>	<p>12/23/2016 - 100% of the students passed at a 75% or better for a quiz on allowable duties</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2016-2017</p> <p><b>Resource Request:</b> None</p>	

Course-Level SLOs	Means of Assessment & Targets for Success/Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	<p><b>GE/L-SLO Reflection:</b> Students need to remember the allowable duties so they can avoid working outside the scope of practice for the state of California.</p> <p>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.</p> <p><b>Result:</b> _____</p> <p>Target Not Met</p> <p><b>Year This Assessment Occurred:</b> 2013-2014</p> <p><b>Resource Request:</b> None.</p> <p><b>GE/L-SLO Reflection:</b> This goal related to the communication, critical thinking, and global consciousness 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.</p> <p>03/01/2013 - All students could demonstrate documentation (at 85%) of the allowable duties.</p> <p><b>Result:</b> _____</p> <p>Target Met</p> <p><b>Year This Assessment Occurred:</b> 2012-2013</p> <p><b>Resource Request:</b> Need for printing of allowable duties</p> <p><b>GE/L-SLO Reflection:</b> Students need to recognize allowable duties so they do not perform illegal duties.</p> <p>02/03/2012 - Utilizing a multiple choice test, 70% of the students passed with a grade of 85% or greater while the remaining students passed with a grade of 75%-84%.</p> <p><b>Result:</b> _____</p> <p>12/16/2011 - no changes needed</p>		<p>01/03/2014 - Consider changing the SLO because this may be expected too early in the program.</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 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))</p> <p><b>Start Date:</b> 09/26/2011 <b>End Date:</b> 12/16/2011</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Exam - Course Test/Quiz This SLO evaluation is part of a triple-jump lab exam given at the end of fall quarter.</p> <p><b>Assessment Method Type:</b> Target Not Met</p> <p><b>Target for Success:</b> 90% of the students will successfully complete the instrument exam.</p>	<p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2011-2012</p> <p><b>12/23/2016 - 70% of the students passed the instrument exam.</b></p> <p><b>Result:</b> Target Not Met</p> <p><b>Year This Assessment Occurred:</b> 2016-2017</p> <p><b>Resource Request:</b> In progress - instrument sets with cassettes ordered Fall 2016</p> <p><b>GE/L-SLO Reflection:</b> This assessment also includes a spelling component which resulted in a lower score.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2014-2015</p> <p><b>Resource Request:</b> Instrument cassettes with instrument for restorative procedures</p> <p><b>GE/L-SLO Reflection:</b> 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><b>Result:</b> Target Not Met</p> <p><b>Year This Assessment Occurred:</b> 2013-2014</p> <p><b>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.</b></p>	<p><b>12/13/2013 - Change goal to 90%</b></p>

Course-Level SLOs	Means of Assessment & Targets for Success/ Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
			<b>Resource Request:</b>
None.			<b>GE/L-SLO Reflection:</b>
			This goal is related to the communication, analytical thinking, and global consciousness ILLOs. Dental assistants must know the name of the instrument and spell it correctly, recognize its use(s) and utilize it correctly when delivering care.
	07/08/2013 - 87% of the students successfully completed the instrument exam.	07/08/2013 - Provide tutoring for students	
<b>Result:</b> Target Not Met			<b>Year This Assessment Occurred:</b>
2012-2013			<b>Resource Request:</b>
tutoring			<b>GE/L-SLO Reflection:</b>
	The instrument exam includes spelling which is probably the more difficult of the two for this portion of the exam.		
	12/14/2012 - 100% of the students successfully completed the instrument exam with 75% or better.	03/09/2012 - Continue to test student knowledge of commonly used dental instruments using a fill-in type test to check for spelling as well.	
<b>Result:</b> Target Met			<b>Year This Assessment Occurred:</b>
2012-2013			
<b>Resource Request:</b> Continue to receive Perkins money to purchase instruments			
<b>GE/L-SLO Reflection:</b> This course is an intensive course that requires students to use three of the institutional LO's. The student must communicate, think critically and be conscious of their surroundings because many of the projects in this class include an evaluation tool of the 3 ILLO's.		03/09/2012 - Continue to test students on identification of commonly used dental instruments with a fill-in type test to check spelling as well.	

Course-Level SLOs	Means of Assessment & Targets for Success/Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Department - Dental Assisting (D A) - DA 51A - INTRODUCTION TO CHAIRSIDE DENTAL ASSISTING - SLO 2 - Dental Techniques - The student must be able to manipulate and/or mix (4 out of 6) dental materials on a final skill test given at the end of the quarter. (Created By Department - Dental Assisting (D A))	<p><b>Assessment Method:</b> This SLO is part of a triple-jump lab exam given to students at the end of the quarter.</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target for Success:</b> 96% o the students will successfully complete the SLO.</p>	<p><b>Start Date:</b> 09/26/2016</p> <p><b>End Date:</b> 12/16/2016</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p>12/23/2016 - 94% of the students successfully mixed 4 out of the 6 materials for the lab practical final.</p> <p><b>Result:</b> Target Met</p>
GE/L-SLO Reflection: Students were allowed to mix materials judiciously and the increase in the B budget made it possible to allow the students to manipulate the materials more than once.	<p>01/07/2016 - 80% of the students successfully passed the lab final.</p> <p><b>Result:</b> Target Not Met</p>	<p><b>Year This Assessment Occurred:</b> 2014-2015</p> <p><b>Resource Request:</b> Instruments and supplies for laboratory exercises.</p>	<p>01/07/2016 - Continue to stress the importance of spelling especially for documentation in the treatment plan.</p>
GE/L-SLO Reflection: The students struggled with the spelling portion of the exam.	<p>07/08/2013 - 70% of the students successfully completed the practical portion of the exam.</p> <p><b>Result:</b> Target Not Met</p> <p><b>Year This Assessment Occurred:</b> 2012-2013</p> <p><b>Resource Request:</b> videos of instrument mixing and manipulation</p> <p><b>GE/L-SLO Reflection:</b> I need to encourage students to use smartphones to video themselves mixing</p>	<p>07/08/2013 - look into hooking up visualizer to video streaming</p>	

Course-Level SLOs	Means of Assessment & Targets for Success/Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Department - Dental Assisting (D A) - DA 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><b>Start Date:</b> 01/09/2012</p> <p><b>End Date:</b> 03/30/2012</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Matching questions using images or actual orthodontic instruments.</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target for Success:</b> 95% of the students will pass.</p>	<p>04/01/2016 - 92% of the students passed the instrument part of the exam.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2015-2016</p> <p><b>Resource Request:</b> None.</p> <p><b>GE/L-SLO Reflection:</b> Students study modern orthodontic instruments and there are enough sets for students to have one set of instruments per two students.</p>	
	<p>03/14/2014 - 90% of the students passed the instrument part of the exam.</p> <p><b>Result:</b> Target Not Met</p> <p><b>Year This Assessment Occurred:</b> 2013-2014</p> <p><b>Resource Request:</b> None.</p> <p><b>GE/L-SLO Reflection:</b> This SLO relates to the critical thinking portion of the Institutional learning outcomes.</p>	<p>03/18/2014 - Select more time in the course schedule to review ortho instruments</p>	
	<p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2012-2013</p> <p><b>Resource Request:</b> None</p> <p><b>GE/L-SLO Reflection:</b> This is a fast paced part of the course but students are interested and engaged in topic. Encourage students to use instrument ID book more often.</p>		

Course-Level SLOs	Means of Assessment & Targets for Success/Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Department - Dental Assisting (D A) - DA 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))</p> <p><b>Start Date:</b> 01/09/2012  <b>End Date:</b> 03/30/2012</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Matching exam questions using images or actual fixed and removable appliances.</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target for Success:</b> 95% of the students can pass the test.</p>	<p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2015-2016</p> <p><b>Resource Request:</b> None.</p> <p><b>GE/L-SLO Reflection:</b> Graduates who pursue an career as a orthodontic assistant must be proficient in identifying common orthodontic appliances. Dental assistants in other fields must also be able to identify orthodontic appliances as related to the dental work being performed by the dental office.</p>	<p>07/18/2012 - 95% of the students were able to match or identify orthodontic instruments on a test.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2011-2012</p> <p><b>Resource Request:</b> None.</p> <p><b>GE/L-SLO Reflection:</b> Students can identify these easier because they use them on their typodonts to mount orthodontic appliances.</p>
<p>Department - Dental Assisting (D A) - DA 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))</p> <p><b>Start Date:</b> 01/09/2012  <b>End Date:</b> 03/30/2012</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Matching exam questions using images or actual fixed and removable appliances.</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target for Success:</b> 95% of the students can pass the test.</p>	<p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2015-2016</p> <p><b>Resource Request:</b> None.</p> <p><b>GE/L-SLO Reflection:</b> Graduates who pursue an career as a orthodontic assistant must be proficient in identifying common orthodontic appliances. Dental assistants in other fields must also be able to identify orthodontic appliances as related to the dental work being performed by the dental office.</p>	<p>07/18/2012 - Grant money purchased nice orthodontic equipment in metal cassettes to keep organized. Need to maintain equipment.</p>

Course-Level SLOs	Means of Assessment & Targets for Success/Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p><b>Start Date:</b> 04/09/2012</p> <p><b>End Date:</b> 06/29/2012</p> <p><b>Course-Level SLO Status:</b></p>	<p>07/08/2013 - 97% of students could match orthodontic appliances to term.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2012-2013</p> <p><b>Resource Request:</b> Need more orthodontic appliances</p> <p><b>GE/L-SLO Reflection:</b> We had a volunteer in the classroom who has extensive ortho experience. She really made a difference with helping the students understand what the appliances were used for</p> <hr/> <p>07/18/2012 - 96% of students were able to match fixed and removable orthodontic appliances.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2011-2012</p> <p><b>Resource Request:</b> None.</p> <p><b>GE/L-SLO Reflection:</b> Students place these appliances on their typodonts which makes it easier to identify if they use them.</p> <hr/> <p>07/01/2016 - 100% of the students passed with a 75% or higher score.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2015-2016</p> <p><b>Resource Request:</b> None.</p> <p><b>GE/L-SLO Reflection:</b> Coronal polishing is an advanced skill and taught at the last quarter in the program. Students were proficient with the many details that lead up to the coronal polishing</p>	<p>07/18/2012 - Continue to have students place orthodontic appliances on their typodonts.</p>	

Course-Level SLOs	Means of Assessment & Targets for Success/ Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Active	such as infection control, personal protective gear, documentation in the treatment chart, medical history review, oral cancer screening, etc.	06/27/2015 - 100% of the students scored a 75% or higher on their coronal polishing technique.	<p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2014-2015</p> <p>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.</p>
Target Met	<p><b>Year This Assessment Occurred:</b> 2013-2014</p> <p><b>Resource Request:</b> Coronal polishing supplies when needed</p> <p><b>GE/L-SLO Reflection:</b> Coronal polishing is a highly technical procedure. Students need good 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.</p>	07/08/2013 - All students passed the lab portion of this class and could polish the patient's teeth with no problems.	<p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2012-2013</p> <p><b>Resource Request:</b> Slow speed handpieces replaced from wear</p>

Course-Level SLOs	Means of Assessment & Targets for Success/ Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p><b>Department - Dental Assisting (D A) - DA 51C - ADVANCED DENTAL ASSISTING SKILLS - SLO 2 - Performance</b> - The student must participate in a mock state board practical examination and perform a blind</p>	<p><b>Assessment Method:</b> The student be evaluated in a lab/clinical competency with a grading rubric and pass with a 75% or better</p> <p><b>Assessment Method Type:</b> Presentation/Performance</p> <p><b>Target for Success:</b> 95% of the students will have a passing grade</p> <p><b>Assessment Method:</b> The student will be evaluated using a rubric and a passing score of 75% or higher.</p> <p><b>Assessment Method Type:</b> Presentation/Performance</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2013-2014</p> <p><b>Resource Request:</b> Coronal polishing supplies when needed</p> <p><b>GE/L-SLO Reflection:</b> 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.</p>	<p><b>GE/L-SLO Reflection:</b> Students enjoyed this topic and had the chance to work on each other and real patients.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2011-2012</p> <p><b>Resource Request:</b> Continue to receive Perkins money to purchase supplies and avoid B budget reductions</p> <p><b>GE/L-SLO Reflection:</b> This is a special certificate given to students and is important to keep high standards.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 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.</p> <p><b>Resource Request:</b> Coronal polishing supplies when needed</p> <p><b>GE/L-SLO Reflection:</b> 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.</p>	<p>and tear</p> <p><b>07/18/2012 - All of the students passed their coronal polishing evaluations.</b></p> <p><b>07/18/2012 - Continue to teach and devote a large section of lab time for this procedure. Learning fulcrums and polishing keeping patient safety in mind is important.</b></p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
peer evaluation of the final product. (Created By Department - Dental Assisting (D A))	Class/Lab Project <b>Target for Success:</b> 95% of the students will pass	2015-2016 <b>Resource Request:</b> None.	
<b>Start Date:</b> 04/09/2012 <b>End Date:</b> 06/29/2012 <b>Course-Level SLO Status:</b> Active		<b>GE/L-SLO Reflection:</b> 90% of the students were able to perform this task with no clinical errors.	
		06/27/2015 - 100% of the students passed with a 75% or higher on their clinical competency.	
		<b>Result:</b> Target Met	
		<b>Year This Assessment Occurred:</b> 2014-2015	
		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.	
		<b>Result:</b> Target Met	
		<b>Year This Assessment Occurred:</b> 2013-2014	
		<b>Resource Request:</b> Supplies to run mock board exam as needed	
		<b>GE/L-SLO Reflection:</b> Students must pass a practical exam in order to obtain their RDA license. Once obtained, the DA is allowed to perform more 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.	
		07/08/2013 - 100% of all students passed the mock board practical.	07/08/2013 - Add more time in spring quarter to practice RDA procedures
		<b>Result:</b> Target Met	
		<b>Year This Assessment Occurred:</b> 2012-2013	
		<b>GE/L-SLO Reflection:</b>	

Course-Level SLOs	Means of Assessment & Targets for Success/ Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		Students need to practice these procedures more.	
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))	<b>Assessment Method:</b> 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 <b>Assessment Method Type:</b> none	07/18/2012 - Approximately 75% of the students passed their mock boards. <b>Result:</b> Target Not Met <b>Year This Assessment Occurred:</b> 2011-2012	07/18/2012 - Will move mock board procedures later on in the quarter for consistency. _____
<b>Start Date:</b> 09/26/2011 <b>End Date:</b> 12/16/2011 <b>Course-Level SLO Status:</b> Active	<b>Target for Success:</b> 80% of the students will be able to successfully complete this SLO  <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2014-2015 <b>Resource Request:</b> none	<b>Resource Request:</b> Continue to receive Perkins money to purchase supplies and avoid B budget reductions  <b>GE/L-SLO Reflection:</b> Taught the mock board procedures too early in quarter and students forgot how to do these procedures.	
	<b>Assessment Method:</b> Exam - Course Test/Quiz  <b>Target for Success:</b> 80% of the students will be able to successfully complete this SLO  <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2014-2015 <b>Resource Request:</b> none	12/18/2016 - 90% of the students met this SLO <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2016-2017 <b>Resource Request:</b> none	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.
			12/13/2014 - 90% of the students were able to successfully identify the tubehead component parts <b>Result:</b>

Course-Level SLOs	Means of Assessment & Targets for Success/Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p><b>Target Met</b>  <b>Year This Assessment Occurred:</b>  2013-2014  <b>Resource Request:</b>  none</p> <p>01/07/2014 - This SLO and assessment method continues to be successful in showing evidence of their knowledge on how x-rays are generated.</p> <p><b>Result:</b>  Target Met</p> <p><b>Year This Assessment Occurred:</b>  2013-2014</p> <p><b>Resource Request:</b>  none</p>	
		<p>01/31/2013 - 100% of the students were able to answer this question correctly</p> <p><b>Result:</b>  Target Met</p> <p><b>Year This Assessment Occurred:</b>  2012-2013</p> <p>06/12/2012 - Students may be able to make their own drawings for the component parts. This will not confuse them for mistakenly identifying the copper stem vs. anode</p> <p><b>Result:</b>  Target Met</p> <p><b>Year This Assessment Occurred:</b>  2010-2011</p>	
		<p>10/02/2012 - Extra credit can be awarded for students who add detailed information such as: unlead portion of glass envelope, photon for x-ray, copper portion of anode, tungsten portion for target, tungsten portion for filament and metal for focusing cup. although basic 4 components should not be missed: anode, cathode, filament, PID and lead glass.</p> <p>06/12/2012 - since students already have been drawing the tubehead, this would be an addition</p> <p>12/16/2011 - 90% of the students were able to successfully complete this SLO</p>	

Course-Level SLOs	Means of Assessment & Targets for Success/Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p><b>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))</b></p> <p><b>Start Date:</b> 09/26/2011  <b>End Date:</b> 12/16/2011</p> <p><b>Course-Level SLO Status:</b> Active</p> <p><b>Target for Success:</b> 75% of the students will achieve this outcome</p> <p><b>Year This Assessment Occurred:</b> 2016-2017</p> <p><b>Resource Request:</b> new XCPs need to be purchased since the ridges on the bite plate have been worn.</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 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</p>	<p><b>Assessment Method:</b> 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><b>Assessment Method Type:</b> Class/Lab Project</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2016-2017</p>	<p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2011-2012</p> <p><b>Target for Success:</b> 12/18/2016 - 100% of the students met this outcome. To stabilize the anterior exposures, cotton rolls can be utilized to balance the XCP onto the cusps. If there were to be a cautionary statement, the film placement onto the tooth was correct, but the utilization of the cotton roll placed above or below the incisal edge was incorrect</p> <p><b>Assessment Method:</b> 12/18/2016 - 100% of the students met this outcome. To stabilize the anterior exposures, cotton rolls can be utilized to balance the XCP onto the cusps. If there were to be a cautionary statement, the film placement onto the tooth was correct, but the utilization of the cotton roll placed above or below the incisal edge was incorrect</p> <p><b>Assessment Method Type:</b> Class/Lab Project</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2016-2017</p>	<p>05/17/2012 - consider listing component parts and match with the function of the parts.</p> <p>12/16/2011 - The diagram indicates an arrow to the anode; a general and acceptable answer. The arrow can also be interpreted as the copper stem; a specific answer. Both answers are correct, however next year clarify if you want general or specific; or ask for another basic component part.</p>

Course-Level SLOs	Means of Assessment & Targets for Success/Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>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><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2014-2015</p> <p><b>Resource Request:</b> XCP attachment holders will need to be replaced to hold film or plates securely</p>	<p>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</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2013-2014</p> <p><b>Resource Request:</b> 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</p> <p><b>Resource Request:</b> 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</p> <p><b>GENL-SLO Reflection:</b> none</p> <p><b>GENL-SLO Reflection:</b> none</p>
			<p>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</p>
			<p>Generated by TracDat a product of Nuventive.</p>

Course-Level SLOs	Means of Assessment & Targets for Success/ Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	<p>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.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2013-2014</p> <p><b>Resource Request:</b> The continued purchase of single film packets, tabs, mounts and automatic processor solutions is essential for the success this course</p> <p>01/31/2013 - 90% of the students successfully placed and exposed the intraoral film. The film placement issues were not by the lack of awareness of teeth numbers but when the mannequin closed, the film shifted.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2012-2013</p> <p>12/16/2011 - 90% of the students were successful in this assessment outcome.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2011-2012</p> <p><b>Resource Request:</b> continue the purchase of single film for DXTRR practice.</p> <p>12/16/2011 - 90% of the students successfully</p>	<p>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.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2013-2014</p> <p><b>Resource Request:</b> The continued purchase of single film packets, tabs, mounts and automatic processor solutions is essential for the success this course</p> <p>01/31/2013 - 90% of the students successfully placed and exposed the intraoral film. The film placement issues were not by the lack of awareness of teeth numbers but when the mannequin closed, the film shifted.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2012-2013</p> <p>12/16/2011 - The findings were analyzed, and students did perform the placement and centering of the teeth onto the film. However, their sequencing was incorrect. Some did 6-11, then 27-22 rather than 6-11 and 22-27. Emphasis needs to be placed on correct sequence and the relevance of it so duplication of the same area will not be performed or film taken from the tray will not be out of order.</p>	

Course-Level SLOs	Means of Assessment & Targets for Success/Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		placed and centered the correct teeth on a anterior maxillary and mandibular film.	06/12/2012 - Utilize a cotton roll for stabilization.
<b>Result:</b> Target Met	<b>Year This Assessment Occurred:</b> 2010-2011		
<b>Start Date:</b> 01/09/2012	<b>Assessment Method:</b> written as a multiple-choice question, the student will be asked to identify a mandibular radiopaque and a maxillary radiolucent anatomical feature.	03/24/2016 - 80% of the students met this SLO. Students were able to easily define a condyle or a maxillary sinus on a multiple choice questions.	04/10/2012 - The teeth were centered with placement, however when the patient bites onto the film holder the film shifts. Students do not anticipate this shift and the film displays non-centered or tilted. Action Plan is to emphasize the use of the cotton roll to stabilize the bite.
<b>End Date:</b> 03/30/2012	<b>Assessment Method Type:</b> Exam - Course Test/Quiz	<b>Result:</b> Target Met	
<b>Course-Level SLO Status:</b> Active	<b>Target for Success:</b> 80% is the expected success rate for this SLO	<b>Year This Assessment Occurred:</b> 2015-2016	
	<b>Result:</b> Target Met	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.	
	<b>Year This Assessment Occurred:</b> 2013-2014		
	03/28/2013 - This assessment goal was achieved at the 100% level for W'13. The anatomical drawings, the introduction lecture to panoramic radiography and mounting practice all reinforced anatomical landmarks seen on radiographs	03/28/2013 - Continue to pursue funding for updated x-ray equipment.	
<b>Result:</b> Target Met	<b>Year This Assessment Occurred:</b> 2012-2013		
<b>Resource Request:</b>			

Course-Level SLOs	Means of Assessment & Targets for Success/Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
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))	<p><b>Assessment Method:</b> Given an example of a cone cut error on a BWS, the student will be able to identify the error.</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target for Success:</b> 100% of the students are expected to achieve this SLO</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p>03/24/2016 - 100% of the students met this SLO. It is the most common error, the easiest visual finding and the word association is simple.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2015-2016</p> <p>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.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2013-2014</p> <p><b>Resource Request:</b> purchase Rinn XCP for bitewing radiography or Kwik Bite filmholders. This will help with directing the x-ray through the contacts.</p> <p>03/28/2013 - All students or 100% achieved this goal without error. Continue to expose BW's on the DXTR with tabs to have students gain contacts.</p>	<p>A new panoramic machine with easier patient placement into the focal trough will prevent the obscuring of landmarks and have greater detail with anatomical clarity</p> <p>04/04/2012 - A 96% success rate for this SLO was met, and this SLO should be kept with landmark identification.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2011-2012</p> <p>04/04/2012 - One student identified the nasopharyngeal airspace as the maxillary sinus, nasal sinus. Action Plan is to have complete understanding of what the airspace is and how it is created on the panoramic x-ray.</p>

Course-Level SLOs	Means of Assessment & Targets for Success/ Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		knowledge and practice of aiming the PID over the film. Students will continue to need training on how to make adjustments to the PID for connect prevention on human patients.	
<b>Result:</b> Target Met	<b>Year This Assessment Occurred:</b> 2012-2013	<b>Resource Request:</b> continue to keep the accreditation ratio of students:faculty for the prevention of retakes on human patients	
<b>Result:</b> Target Met	<b>Year This Assessment Occurred:</b> 2011-2012	<b>Result:</b> 04/10/2012 - 100% of the students were able to accomplish this SLO <b>Target Met</b>	04/10/2012 - Add not only curvatures for cone cuts but also right angles to depict collimators and lines to indicate thyroid collar (with and without stitching)
<b>Result:</b> Target Met	<b>Year This Assessment Occurred:</b> 2011-2012	<b>Result:</b> 04/04/2012 - 100% of the students tested were able to recognize a cone cut error on the bitewing radiograph	04/10/2012 - Keep this SLO, it belongs in this course, it is one of the most commonly seen error
<b>Assessment Method:</b> 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))	<b>Assessment Method:</b> 06/28/2016 - 100% of the students were able to produce a diagnostic panoramic image. Some students needed instructor assistance (5%).		
<b>Assessment Method Type:</b> Assessment/Presentation/Performance	<b>Assessment Method Type:</b> Target Met		
<b>Target for Success:</b> After exposing and processing the panoramic radiograph, the student will use the panoramic evaluation criteria form of	<b>Target for Success:</b> 2015-2016	<b>Resource Request:</b> none	
<b>Start Date:</b> 04/09/2012			
<b>End Date:</b>			

Course-Level SLOs	Means of Assessment & Targets for Success/ Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
06/29/2012 <b>Course-Level SLO Status:</b> Active	patient positioning. The correct positioning determines the diagnostic value of the film	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%.	
	<b>Result:</b> Target Met	<b>Year This Assessment Occurred:</b> 2014-2015	
	<b>Resource Request:</b> continue to have the panoramic x-ray machine kept in good working condition for the focal trough LED lights and temple guard positioning	<b>Resource Request:</b> 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.	
	<b>Result:</b> Target Met	<b>Year This Assessment Occurred:</b> 2013-2014	<b>Resource Request:</b> 06/24/2014 - Save money for a rainy day
	<b>Resource Request:</b> 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.	06/26/2013 - All students (100%) successfully performed the taking of a diagnostic panoramic radiograph on a patient.	
	<b>Result:</b> Target Met	<b>Year This Assessment Occurred:</b> 2012-2013	
	<b>Resource Request:</b> The x-ray details of landmarks are becoming less clear. The focal spot of the		

Course-Level SLOs	Means of Assessment & Targets for Success/ Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	<p>panoramic machine is becoming aged due to usage. The machine is over 10 years old. For patient safety and clinical use, a new panoramic machine should be considered.</p> <p><b>GE/L-SLO Reflection:</b></p> <p>It was good to have students demonstrate panoramic focal trough positioning on each other with the machine on "demo, no x-ray" mode prior to taking it on patients. The students understood the value and choice in taking a panoramic radiograph</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p><b>Course-Level SLO Status:</b> Active</p> <p><b>Target for Success:</b> The target for success is a passing rate of three of the four labels answered correctly.</p> <p><b>Result:</b> 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><b>Assessment Method:</b> Given a powerpoint image of a panoramic radiograph, the students will be able to correctly identify four labeled anatomical landmarks on the panoramic radiograph.</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Resource Request:</b> none</p> <p><b>Resource Request:</b> none</p>	<p><b>Resource Request:</b> Positioning lights are essential to produce an accurate panoramic radiograph. The bulbs &amp; wires are weakened and will detach with wear and usage. The lifetime of the panoramic unit is nearing its end and resources need be identified for replacement</p> <p><b>Resource Request:</b> Focal trough delineations with lights are burning out and will need replacement as well as the concern that the unit as a whole is ending its lifetime.</p>	<p><b>Follow-Up:</b> After the pano x-ray was complete, one student did not disinfect the biteplate. Reinforce infection control with the pano lecture.</p>
<p><b>Course-Level SLO Status:</b> Active</p> <p><b>Target for Success:</b> The student will be able to recognize four normal anatomical landmarks on the panoramic radiograph (Created By Department - Dental Assisting (D A))</p>	<p><b>Assessment Method:</b> 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><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Resource Request:</b> none</p>	<p><b>Resource Request:</b> 06/28/2016 - 100% of the students were able to identify the anatomical landmarks on a panoramic radiograph.</p> <p><b>Resource Request:</b> Target Met</p>	<p><b>Follow-Up:</b> radiography is a basic skill a RDA must use in a dental office, emphasize its importance and value.</p>

Course-Level SLOs	Means of Assessment & Targets for Success/Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	<p><b>Target Met</b></p> <p><b>Year This Assessment Occurred:</b> 2014-2015</p> <p><b>GE/L-SLO Reflection:</b> 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> <p>06/24/2014 - All students successfully identified maxillary and mandibular landmarks.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2013-2014</p> <p>06/26/2013 - All students were successful in identifying four anatomical landmarks on a panoramic radiograph.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2012-2013</p> <p><b>Resource Request:</b> Human skull models shared between students will help identify anatomy then transfer their learning onto an image</p> <p><b>GE/L-SLO Reflection:</b> Keep structured learning with focused search rather than free search. Students like the formality and organization.</p> <p>06/12/2012 - This year (2012) most students were able to identify the four anatomical landmarks. Occasionally a student would not be able to identify two on the mandible because they focused on the anterior portion of the mandible and did not consider the condyle or coronoid process.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b></p> <p>10/02/2012 - In order to improve the outcome for 53C, today's lab presentation (in 53A lab, Fall 2012) included ppt of overall anatomical skull landmarks, drawing landmarks in the mount, use of the skull to identify landmarks, and actual x-ray films to identify landmarks. This will help the visual, and/or the hands on</p>		

Course-Level SLOs	Means of Assessment & Targets for Success/ Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
2011-2012 <b>Resource Request:</b> each student having a skull to visualize the mandible in its entirety would be beneficial			learner in order to help the student identify the mandibular landmarks. Students did not have difficulty with maxillary landmark identification
06/12/2012 - Students would benefit if they can share a skull to help visualize landmarks.			06/12/2012 - Continue to emphasize the helpful words of radiolucent and radiopaque for identifying landmarks on the panoramic radiograph
10/13/2011 - 100% of the students passed at the level designated for the target for success	<p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2010-2011</p> <p><b>Resource Request:</b> mid-sagittal light still continues to flicker after repair. It is important to have the dental technician keep this light constant.</p>	<p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2010-2011</p> <p><b>Resource Request:</b> mid-sagittal light still continues to flicker after repair. It is important to have the dental technician keep this light constant.</p>	<p>06/12/2012 - student pick the most obvious and largest landmarks ie. hard palate, maxillary sinus, mental foramen, condyle. Consider giving extra points for landmarks other than those mentioned.</p> <p>04/10/2012 - Continue to emphasize the helpful words of radiolucent and radiopaque for identifying landmarks on the panoramic radiograph</p>
04/01/2016 - 100% of the students were able to complete a appropriate oral hygiene plan.	<p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2015-2016</p> <p><b>Resource Request:</b> None.</p> <p><b>Resource Request:</b> None.</p> <p><b>GE/L-SLO Reflection:</b> There were many variations but they all were appropriate for that particular patient</p>		learner in order to help the student identify the mandibular landmarks. Students did not have difficulty with maxillary landmark identification
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Course-Level SLOs	Means of Assessment & Targets for Success/Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	<p>type.</p> <p><b>GE/L-SLO Reflection:</b> There were many variations but they all were appropriate for that particular patient type.</p> <p>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.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2013-2014</p> <p><b>Resource Request:</b> None.</p> <p><b>GE/L-SLO Reflection:</b> 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.</p>	<p>type.</p> <p><b>GE/L-SLO Reflection:</b> There were many variations but they all were appropriate for that particular patient type.</p> <p>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.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2012-2013</p> <p><b>Resource Request:</b> None.</p> <p><b>GE/L-SLO Reflection:</b> This is sometimes a stretch for the students since they have to fully reflect on whole patient care versus just one or two factors.</p> <p>04/04/2012 - 95% of the students were able to assess the status of a patient's OH and identify an appropriate course of action to assist the patient in</p>	<p>11/19/2013 - Continue with this project as it is a valuable component and is case based.</p> <p>11/19/2013 - Continue with assignment and develop other cases for the assignment.</p>

Course-Level SLOs	Means of Assessment & Targets for Success/Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Department - Dental Assisting (D A) - DA 56 <b>DENTAL HEALTH EDUCATION</b> - 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 Assisting (D A))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Each students will be assigned a oral hygiene aid to present to class. Findings will be reported to class.</p> <p><b>Assessment Method Type:</b> Presentation/Performance</p> <p><b>Target for Success:</b> 95% of students will successfully pass assignment.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2015-2016</p> <p><b>Resource Request:</b> None.</p> <p><b>GE/L-SLO Reflection:</b> Students are creative with their presentations and put together valuable informative brochures which are shared with their fellow students.</p> <p>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.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2013-2014</p> <p><b>Resource Request:</b> None.</p> <p><b>GE/L-SLO Reflection:</b> Students have to create and present their oral hygiene aid which fulfills the college goal of communication. The use creative</p>	<p>receiving optimal oral health.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2011-2012</p> <p><b>GE/L-SLO Reflection:</b> This is a good assignment because it is case based and the students have to consider the whole patient.</p>	<p>04/04/2012 - No changes</p>

Course-Level SLOs	Means of Assessment & Targets for Success/ Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p><b>Department - Dental Assisting (D A) - DA 57</b></p> <p><b>- OFFICE EMERGENCY PROCEDURES -</b></p> <p><b>SLO 1 - Application of knowledge -</b> 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><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Students will be given a case study and will have to answer questions concerning that case study in a final exam.</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target for Success:</b> 95% of the students will be successful.</p> <p><b>Year This Assessment Occurred:</b> 2015-2016</p> <p><b>Resource Request:</b> None.</p> <p><b>GENL-SLO Reflection:</b> Difficult to understand students. Some talk too quietly and are shy.</p>	<p>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.</p> <p>11/19/2013 - 100% of students were successful and some presentations were outstanding.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2012-2013</p> <p><b>Resource Request:</b> None.</p> <p><b>GENL-SLO Reflection:</b> Difficult to understand students. Some talk too quietly and are shy.</p> <p>11/19/2013 - Consider other alternatives of presentation in the future depending on classroom availability.</p>	

Course-Level SLOs	Means of Assessment & Targets for Success/Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2013-2014</p> <p><b>Resource Request:</b> None.</p>	
		<p><b>GE/L-SLO Reflection:</b> 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.</p>	
		<p>07/08/2013 - 97% of students accurately answered all questions on the case study correctly.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2012-2013</p> <p><b>Resource Request:</b> close caption video</p>	
	<p><b>GE/L-SLO Reflection:</b> Students enjoyed this class and understood the necessity of knowing how to respond to emergencies in the dental office.</p>	<p>07/18/2012 - 96% of the students were able to answer case study questions on their final exam.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2011-2012</p> <p><b>Resource Request:</b> None.</p> <p><b>GE/L-SLO Reflection:</b> Taught this class combined with dental hygiene which was a large and diverse class.</p>	<p>07/18/2012 - Need to prepare and finalize instructor handouts to reflect teaching style of instructor.</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 57 <b>Assessment Method:</b> -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><b>Course-Level SLO Status:</b> Active</p> <p><b>Target for Success:</b> 95% of the students will be successful.</p>	<p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Year This Assessment Occurred:</b> 2015-2016</p> <p><b>Resource Request:</b> None.</p> <p><b>GE/L-SLO Reflection:</b> A chart was used in lecture to assist students in learning this portion of the course.</p>	<p>04/04/2016 - 100% of the students were able to correctly match the emergency equipment and medications to the condition they are used for.</p> <p><b>Result:</b> Target Met</p>	
<p>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 learning this portion of the course.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2013-2014</p> <p><b>Resource Request:</b> None.</p> <p><b>GE/L-SLO Reflection:</b> 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.</p> <p>07/08/2013 - Less than 95% of students were able to pass this portion of the exam.</p> <p><b>Result:</b> Target Not Met</p> <p><b>Year This Assessment Occurred:</b> 2012-2013</p>	<p>07/08/2013 - Need to move emergency kit description to end of quarter and review at end of quarter.</p>		

Course-Level SLOs	Means of Assessment & Targets for Success/Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p><b>Course-Level SLO Status:</b> Active</p> <p><b>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))</b></p>	<p><b>Assessment Method:</b> - SPECIALTY PRACTICE PROCEDURES - Online test.</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target for Success:</b> 91% of the students will be able to successfully answer questions regarding work independence in various dental settings.</p> <p><b>GE/L-SLO Reflection:</b> It is important for students to understand the different settings available to dental assistants.</p> <p><b>Year This Assessment Occurred:</b> 2013-2014</p>	<p><b>Result:</b> 01/07/2016 - 95% of the students successfully passed a quiz on these topics.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2014-2015</p> <p><b>GE/L-SLO Reflection:</b> It is important for students to understand the different settings available to dental assistants.</p> <p><b>Result:</b> 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.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2013-2014</p>	<p><b>Resource Request:</b> None</p> <p><b>GE/L-SLO Reflection:</b> The emergency kit items are presented at the beginning of the quarter. Probably not the best place for it to be.</p> <p><b>Result:</b> 07/18/2012 - 96% of the students were able to successfully identify emergency equipment and medications on a final exam.</p> <p><b>Target Met</b></p> <p><b>Year This Assessment Occurred:</b> 2011-2012</p> <p><b>Resource Request:</b> None.</p> <p><b>GE/L-SLO Reflection:</b> Need to continue to reinforce this information throughout their clinical courses.</p> <p><b>Result:</b> 07/18/2012 - Continue to have students find emergency kit and identify contents.</p>

Course-Level SLOs	Means of Assessment & Targets for Success/ Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p><b>Resource Request:</b> None.</p> <p><b>GE/L-SLO Reflection:</b> 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.</p>	<p>07/08/2013 - 95% of students successfully answers questions about various career options and duties allowable by the dental board of California.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2012-2013</p> <p><b>GE/L-SLO Reflection:</b> Students in this program do not like online classes.</p> <p>02/13/2012 - 95% of the students were able to successfully answer questions about dental settings and supervision by the dentist.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2012-2013</p> <p><b>Resource Request:</b> None.</p> <p><b>GE/L-SLO Reflection:</b> An important and legal issue to be recognized by the DA students.</p> <p>01/07/2016 - 95% of the students were able to identify allowable duties on a online quiz.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2014-2015</p> <p>The students will be able to identify</p>		
<p><b>Department - Dental Assisting (D A) - DA 58</b></p> <p><b>Assessment Method:</b> - SPECI/ALITY PRACTICE PROCEDURES - SLO 2 - Job tasks - The student will be able to differentiate between the different members of the dental healthcare team.</p> <p><b>Assessment Method Type:</b> (Created By Department - Dental Assisting (D A))</p>	<p>01/07/2016 - 95% of the students were able to identify allowable duties on a online quiz.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2014-2015</p> <p>The students will be able to identify</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<b>Start Date:</b> 09/23/2013 <b>End Date:</b> 12/12/2014 <b>Course-Level SLO Status:</b> Active	allowable duties by 91%	<b>GEL-SLO Reflection:</b> Students must work within the scope of practice upon graduation.	<b>Result:</b> Target Met
<b>Start Date:</b> 09/23/2013 <b>End Date:</b> 12/12/2014 <b>Course-Level SLO Status:</b> Active	12/13/2013 - Given a multiple choice and short answer quiz 100% of the students were able to 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.	<b>GEL-SLO Reflection:</b> 12/13/2013 - Given a multiple choice and short answer quiz 100% of the students were able to 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.	<b>Result:</b> Target Met
<b>Start Date:</b> 09/23/2013 <b>End Date:</b> 12/12/2014 <b>Course-Level SLO Status:</b> Active	<b>Year This Assessment Occurred:</b> 2013-2014	<b>Resource Request:</b> None.	<b>Result:</b> Target Met
<b>Start Date:</b> 09/23/2013 <b>End Date:</b> 12/12/2014 <b>Course-Level SLO Status:</b> Active	<b>GEL-SLO Reflection:</b> 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.	<b>Resource Request:</b> None.	<b>Result:</b> Target Met
<b>Start Date:</b> 09/23/2013 <b>End Date:</b> 12/12/2014 <b>Course-Level SLO Status:</b> Active	<b>Year This Assessment Occurred:</b> 2012-2013	<b>Resource Request:</b> None.	<b>Result:</b> Target Met
<b>Start Date:</b> 09/23/2013 <b>End Date:</b> 12/12/2014 <b>Course-Level SLO Status:</b> Active	<b>GEL-SLO Reflection:</b> The DA students must know which duties they are legally allowed to do in California.	<b>Resource Request:</b> None.	<b>Result:</b> Target Met
<b>Start Date:</b> 09/23/2013 <b>End Date:</b> 12/12/2014 <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> 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	<b>Assessment Method:</b> Students will role play answering phone for typical dental office phone calls.	<b>Assessment Method Type:</b> Discussion/Participation

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Department - Dental Assisting (D A))  <b>Course-Level SLO Status:</b> Active	<b>Target for Success:</b> 91% of the students will be able to talk clearly, answer questions correctly, and give pertinent information.	<b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2013-2014  <b>Resource Request:</b> None.	<b>GE/L-SLO Reflection:</b> 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.
	<b>Result:</b> 11/19/2013 - 100% of the students were able to perform this task satisfactorily. Some better than others but all met the minimum standards.	<b>Result:</b> 11/19/2013 - Continue to have students role play and practice during the quarter.	
Department - Dental Assisting (D A) - D A 60A - DENTAL OFFICE BUSINESS  <b>Assessment Method:</b> Students working in groups will be given	<b>Year This Assessment Occurred:</b> 2012-2013  <b>GE/L-SLO Reflection:</b> Student do not like this at first but after practicing many times during the quarter, they start to enjoy and apply their skills effectively.	<b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2012-2013  <b>GE/L-SLO Reflection:</b> This is a fun activity done in class. I will continue to role play in this manner.	<b>Result:</b> 11/19/2013 - Continue with this activity  <b>Result:</b> 04/04/2012 - No changes necessary

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<b>PRACTICES I - SLO 2 - Responsibilities (HIPAA)</b> - The student must determine which patient information records will require HIPAA compliance. (Created By Department - Dental Assisting (D A))	<b>Assessment Method Type:</b> Class/Lab Project <b>Target for Success:</b> 95% of the groups will be successful.	<b>Resource Request:</b> None. <b>GE/L-SLO Reflection:</b> 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.	<b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2013-2014 <b>Identify dental office documents that required HIPAA compliance. Discussion within the groups definitely helped the groups make this determination.</b>
<b>Course-Level SLO Status:</b> Active			
<b>Department - Dental Assisting (D A) - DA 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))</b> <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Students will word process a resume and cover letter. <b>Assessment Method Type:</b> Class/Lab Project <b>Target for Success:</b> Final draft will have no spelling or grammatical errors.	<b>Resource Request:</b> None needed <b>GE/L-SLO Reflection:</b> 09/19/2015 - 100% of the students completed an acceptable cover letter and resume by the end of Spring quarter. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2014-2015 <b>Identify dental office documents that required HIPAA compliance. Discussion within the groups definitely helped the groups make this determination.</b>	

Course-Level SLOs	Means of Assessment & Targets for Success/ Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	<p><b>GE/L-SLO Reflection:</b> 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>07/08/2013 - Given guidance and computer time, along with individual attention and feedback, 100% of the students were able to successfully create professional resumes and cover letters with no spelling or grammatical errors.</p> <p><b>Result:</b></p> <p>Target Met</p> <p><b>Year This Assessment Occurred:</b> 2012-2013</p> <p><b>GE/L-SLO Reflection:</b> The students were able to create professional resumes and cover letters. The students were able to build on the fundamental style of each. Many students created extremely professional resumes and cover letters. Several dental offices commented on how professional the students' resumes were when the students presented them during interviews.</p> <p>09/19/2015 - 100% of the students were able to enter patient data into a dental software program.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2014-2015</p> <p><b>Resource Request:</b> None needed</p> <p><b>GE/L-SLO Reflection:</b> 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>		
Department - Dental Assisting (D A) - DA 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><b>Assessment Method:</b> Students will be given patient date to enter into a dental software program.</p> <p><b>Assessment Method Type:</b> Class/Lab Project</p> <p><b>Target for Success:</b> 95% of the students will be successful</p> <p><b>Course-Level SLO Status:</b> Active</p>		<p>06/29/2012 - No changes necessary. This was an extremely successful assignment the students found enjoyable and very useful.</p>

Course-Level SLOs	Means of Assessment & Targets for Success/ Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Department - Dental Assisting (D A) - DA 60B - DENTAL OFFICE BUSINESS PRACTICES II - SLO-3 Interviewing Skills - Interviewing Students will perform interviews with real mentors that are working dental professionals. Mentors will provide feedback	<p><b>Assessment Method:</b> 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</p>	<p>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.</p> <p><b>Result:</b> Target Not Met</p> <p><b>Year This Assessment Occurred:</b> 2013-2014</p> <p><b>Resource Request:</b> Electronic dental charting software</p> <p><b>GE/L-SLO Reflection:</b> This goal is tied to the ILO of 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.</p> <p>07/08/2013 - When given a list of patients and data to accompany the patients, 100% of the students were able to successfully enter the data into the Dentrix computer software program creating records for several "mock" patients.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2012-2013</p> <p><b>GE/L-SLO Reflection:</b> This was a very fun and interactive assignment. The students were then able to assist with data entry in the dental offices they were interning in.</p>	<p>07/04/2014 - Communicate with the college ETS dept. now in order to have the software installed in the near future.</p>
Department - Dental Assisting (D A) - DA 60B - DENTAL OFFICE BUSINESS PRACTICES II - SLO-3 Interviewing Skills - Interviewing Students will perform interviews with real mentors that are working dental professionals. Mentors will provide feedback	<p><b>Assessment Method:</b> 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</p>	<p>09/19/2015 - All students participated in this project.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2014-2015</p> <p><b>Resource Request:</b></p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>and offer suggestions to assist the dental assisting student in an actual interviewing situation. (Created By Department - Dental Assisting (D A))</p> <p><b>Start Date:</b> 05/05/2014</p> <p><b>Course-Level SLO Status:</b> Active</p> <p>Department - Dental Assisting (D A) - DA 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))</p>	<p><b>Assessment Method:</b> Questions on midterm exam.</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target for Success:</b> 91% of the students will successfully pass this SLO.</p> <p><b>Resource Request:</b> None.</p> <p><b>GE/L-SLO Reflection:</b> The use of plastic models and real extracted teeth during the lab portion of this class helped the students when studying tooth morphology.</p>	<p>12/14/2016 - 94% of the students were able to correctly identify permanent and primary teeth using the different tooth numbering systems.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2016-2017</p> <p>01/07/2016 - 92% of the students were able to correctly identify permanent and primary teeth using the different tooth numbering systems.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2014-2015</p> <p><b>Resource Request:</b> Plastic teeth models</p> <p><b>GE/L-SLO Reflection:</b> This year some plastic teeth models were purchased but not enough for each student. This helped with the tooth numbering and identification.</p> <p>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</p>	<p>None needed</p> <p><b>GE/L-SLO Reflection:</b> 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) - DA 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))</p>	<p><b>Assessment Method:</b> Questions on midterm exam.</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target for Success:</b> 91% of the students will successfully pass this SLO.</p> <p><b>Resource Request:</b> None.</p> <p><b>GE/L-SLO Reflection:</b> The use of plastic models and real extracted teeth during the lab portion of this class helped the students when studying tooth morphology.</p>	<p>12/14/2016 - 94% of the students were able to correctly identify permanent and primary teeth using the different tooth numbering systems.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2016-2017</p> <p>01/07/2016 - 92% of the students were able to correctly identify permanent and primary teeth using the different tooth numbering systems.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2014-2015</p> <p><b>Resource Request:</b> Plastic teeth models</p> <p><b>GE/L-SLO Reflection:</b> This year some plastic teeth models were purchased but not enough for each student. This helped with the tooth numbering and identification.</p> <p>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</p>	<p>None needed</p> <p><b>GE/L-SLO Reflection:</b> 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>

Course-Level SLOs	Means of Assessment & Targets for Success/Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
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><b>Assessment Method:</b> Student given a mystery tooth to label and identify.</p> <p><b>Assessment Method Type:</b> Class/Lab Project</p> <p><b>Target for Success:</b> 91% of the students will be able to identify the correct tooth.</p>	<p>12/14/2016 - 100% of the students were able to identify a mystery tooth.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2016-2017</p> <p><b>Resource Request:</b> None.</p>	<p>exposed to the information on a frequent basis.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2013-2014</p> <p><b>Resource Request:</b> None.</p> <p><b>GE/L-SLO Reflection:</b> 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.</p> <p>02/03/2012 - All of the students were able to correctly identify permanent and primary teeth using the Palmer and the Universal numbering systems.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2011-2012</p>
Course-Level SLO Status: Active	<p><b>GE/L-SLO Reflection:</b> Students were given a mystery tooth to draw on grid paper and identify the morphology of the tooth to justify their answer.</p> <p>01/07/2016 - 100% of the students were able to identify a mystery tooth.</p>	<p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b></p>	
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Course-Level SLOs	Means of Assessment & Targets for Success/ Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<b>Department - Dental Assisting (D A) - DA 62B - DENTAL SCIENCES II - SLO 1 - Dental Techniques - The student must be</b> <b>Assessment Method:</b> Students will be given a case study and will work in groups to answer questions about	<p>2014-2015</p> <p><b>Resource Request:</b> plastic teeth models</p> <p><b>GE/L-SLO Reflection:</b> Students were required to draw their mystery tooth and identify the characteristics to justify their findings.</p> <p>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.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2013-2014</p> <p><b>Resource Request:</b> None.</p> <p><b>GE/L-SLO Reflection:</b> The students had to use analytical thinking to narrow down the choices of which tooth they had.</p> <p>02/03/2012 - Given a mystery tooth, all of the students were able to label the tooth's unique characteristics and in doing so, the students were able to identify the tooth. 50% of the students were at 95% or greater accuracy, while the remaining students were at a competency level of between 80%-94%.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2011-2012</p> <p><b>GE/L-SLO Reflection:</b> This would be good interactive- matching type assignment.</p>	<p>12/16/2011 - No changes needed</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>able to identify tooth abnormalities caused by an interruption in the tooth development process. (Created By Department - Dental Assisting (D A))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method Type:</b> Class/Lab Project</p> <p><b>Target for Success:</b> 95% of the groups will be successful.</p> <p><b>Resource Request:</b> None.</p> <p><b>GE/L-SLO Reflection:</b> 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.</p>	<p>more difficult than others but the textbook has a good chapter on this topic.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2013-2014</p>	<p><b>Action Plan &amp; Follow-Up</b></p>
<p>Department - Dental Assisting (D A) - DA 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</p> <p><b>Assessment Method:</b> Students will be given a patient case study and have to answer questions concerning the caries risk of the patient.</p> <p><b>Assessment Method Type:</b></p>	<p><b>Assessment Method:</b> GE/L-SLO Reflection: This was a good working assignment. It allowed students to strengthen enhance their knowledge by "teaching" other students.</p>	<p>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.</p>	<p>11/19/2013 - Continue with group project.</p> <p>04/05/2012 - Good lesson. No changes needed.</p>
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Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>patient's caries process or reduce further risk of decay. (Created By Department - Dental Assisting (D A))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p>Case Study/Analysis <b>Target for Success:</b> 95% of the students will be successful.</p>	<p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2013-2014</p> <p><b>Resource Request:</b> caries risk equipment for agar and meter</p> <p><b>GE/L-SLO Reflection:</b> 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 the recommendations.</p>	<p>11/19/2013 - 100% of students able to answer test question satisfactorily when presented with a caries risk case study.</p> <p><b>Result:</b> _____</p> <p>Target Met</p> <p><b>Year This Assessment Occurred:</b> 2012-2013</p> <p><b>Resource Request:</b> None</p> <p><b>GE/L-SLO Reflection:</b> Instructor needs to stay up-to-date with caries risk forms since this is a new field and if there are changes, the changes need to be incorporated.</p>

06/27/2012 - When given a case study, 90% of the students were able to assess a patient's caries risk. This group of students were also able to create a plan to reduce the risk of further decay. The remaining 10% of the students achieved this at a level of between 85%-89% accuracy.	06/28/2012 - No changes
<p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2011-2012</p> <p><b>GE/L-SLO Reflection:</b></p>	

Course-Level SLOs	Means of Assessment & Targets for Success/Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Department - Dental Assisting (D A) - D A 62C - DENTAL SCIENCES II - SLO 1 - Dental Techniques - The student will be able to interpret a written prescription. (Created By Department - Dental Assisting (D A)) Active	<p><b>Assessment Method:</b> Students will be given a sample prescription and have to interpret the information on the prescription.</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target for Success:</b> 95% of the students will be successful.</p> <p><b>Resource Request:</b> None needed</p> <p><b>GE/L-SLO Reflection:</b> Lecture and practice worksheets are effective for this topic</p>	<p>09/19/2015 - 100% of the students were able to interpret a written prescription based on written exam questions.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2014-2015</p>	<p>This lesson allowed the students to assess their own diets and risk for decay.</p>
07/08/2013 - When given a quiz, 95% the students were able to successfully interpret common abbreviations used in prescription writing with between 90-100% accuracy.			<p>06/28/2012 - No changes needed</p>

Course-Level SLOs	Means of Assessment & Targets for Success/Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Department - Dental Assisting (D A) - DA 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><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Students will record their food intake for 1 week, assess the data and formulate a plan for proposed changes.</p> <p><b>Assessment Method Type:</b> Class/Lab Project</p> <p><b>Target for Success:</b> 95% of students will be successful</p> <p><b>GE/L-SLO Reflection:</b> This was a great lesson. Students enjoyed understanding the basic abbreviations in prescription writing. The students did well.</p>	<p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2012-2013</p> <p><b>GE/L-SLO Reflection:</b> 09/19/2015 - 100% of the students completed the assignment and were able to assess the data and formulate a plan.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2014-2015</p> <p><b>Resource Request:</b> None needed</p> <p><b>GE/L-SLO Reflection:</b> Lecture and worksheets for this topic are effective.</p> <p>07/08/2013 - When asked to record their individual food intake for one week and assess the data and formulate a plan to change their eating habits to promote optimal health, 95% of the students achieved success. The remaining 5% achieved a success level of 90%</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2012-2013</p> <p><b>GE/L-SLO Reflection:</b> The students enjoyed comparing all the different "diets" they and their classmates had. This opened a dialogue regarding healthy food choices during lunch time!</p>	<p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2012-2013</p> <p><b>GE/L-SLO Reflection:</b> 06/28/2012 - I will have the students evaluate each other's records and work in groups to develop changes.</p> <p><b>Follow-Up:</b> 07/08/2013 - The students enjoyed this lesson. It allowed them to compare their diets with their classmates. During lunch time, I watched the students discuss their food choices and make better decisions about their food choices.</p>
Department - Dental Assisting (D A) - DA 63			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
- 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 Assisting (D A))	<b>Assessment Method:</b> Students will work in pairs and practice working with a student-partner who is wearing earplugs to simulate a hearing impaired student. <b>Assessment Method Type:</b> Class/Lab Project <b>Target for Success:</b> 95% of the students will successfully role play as reported by their peer evaluator.	<b>09/19/2015 - 100% of the students practiced with a student partner to simulate various disabilities.</b> <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2014-2015 <b>Resource Request:</b> None needed <b>GE/L-SLO Reflection:</b> Students reported they enjoyed these exercises in their course evaluations.	
<b>Course-Level SLO Status:</b> Active		<b>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.</b> <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2013-2014	
<b>Resource Request:</b> None. <b>GE/L-SLO Reflection:</b> 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.	<b>07/08/2013 - 100% of the students were able to successfully modify their verbal and nonverbal communication skills when working in groups with "mock" hearing impaired patients.</b> <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2012-2013 <b>GE/L-SLO Reflection:</b> This was a great lesson. The students felt	<b>06/28/2012 - No changes needed.</b>	

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 63 <b>SPECIAL PATIENT POPULATIONS - SLO</b>            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><b>Course-Level SLO Status:</b>            Active</p>	<p><b>Assessment Method:</b>            Students will work in pairs to simulate communicating with a visually impaired patient.</p> <p><b>Assessment Method Type:</b>            Class/Lab Project</p> <p><b>Target for Success:</b>            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><b>Result:</b>            Target Met</p> <p><b>Year This Assessment Occurred:</b>            2014-2015</p> <p><b>Resource Request:</b>            None needed</p> <p><b>GE/L-SLO Reflection:</b>            Many students reported in their course evaluations how they appreciated these assignments.</p> <p>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.</p> <p><b>Result:</b>            Target Met</p> <p><b>Year This Assessment Occurred:</b>            2013-2014</p> <p><b>Resource Request:</b>            None.</p> <p><b>GE/L-SLO Reflection:</b>            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.</p> <p>07/08/2013 - 100% of the students were able to successfully escort a "mock" visually impaired patient.</p> <p><b>Result:</b>            Target Met</p> <p><b>Year This Assessment Occurred:</b>            2012-2013</p> <p><b>GE/L-SLO Reflection:</b></p>	<p>empowered by this lesson. They all learned from it and enjoyed it.</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Department - Dental Assisting (D A) - DA 71 <b>Assessment Method:</b> - INFECTON CONTROL &amp; 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><b>Course-Level SLO Status:</b> Active</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target for Success:</b> 91% of the students will be able to correctly answer the question on the assessment tool.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2014-2015</p> <p><b>Resource Request:</b> Need sterilization equipment in new classroom for demonstration</p> <p><b>GE/L-SLO Reflection:</b> 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> <p>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.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2013-2014</p> <p><b>Resource Request:</b> None.</p> <p><b>GE/L-SLO Reflection:</b></p>	<p>This was a very valuable lesson. All of the students enjoyed it and learned from it. This lesson that allowed the students to opportunity to "feel" what it is like to be blind. All of the students commented on how different they felt and how they will certainly continue to practice what they learned when they are handling a visually impaired patient or person in other settings. The empathy was obvious!</p>		

Course-Level SLOs	Means of Assessment & Targets for Success/ Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p><b>Department - Dental Assisting (D A) - DA 71</b></p> <p><b>- INFECTON CONTROL &amp; HAZARDOUS WASTE MANAGEMENT - SLO 2 - Dental Techniques</b> - 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><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Questions on exam.</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target for Success:</b> 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><b>Result:</b> Target Met</p>	<p>12/16/2011 - No changes necessary</p>
	<p><b>Assessment Method:</b> Questions on exam.</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target for Success:</b> 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><b>Result:</b> Target Met</p>	<p>12/16/2011 - No changes necessary</p>

Course-Level SLOs	Means of Assessment & Targets for Success/ Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>the instructor can demonstrate if the right equipment were present in the classroom.</p> <p>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.</p>	
<p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2013-2014</p> <p><b>Resource Request:</b> None.</p>	<p><b>GEML-SLO Reflection:</b> 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)</p> <p>02/03/2012 - Utilizing a multiple-choice question/matching test, all of the students were able to correctly answer the questions.</p>	<p>11/19/2013 - Coordinate with clinical supervisor so students can identify in a clinical situation.</p>	
<p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2011-2012</p> <p><b>GEML-SLO Reflection:</b> This would be a good "diorama" type assignment.</p>		<p>12/16/2011 - No changes needed</p>	

Department - Dental Assisting (D A) - DA 73 **Assessment Method:**  
- DENTAL ASSISTING SUPERVISED DA students record and log clinic hours in  
CLINIC - SLO 1 - Performance - By the end their internship folder.  
of Winter quarter the student will have  
assisted at chairside at the UCSF School of

**Assessment Method Type:**  
Observation/Critique

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Dentistry at least 70 hours. (Created By Department - Dental Assisting (D A))	<b>Target for Success:</b> 100% of the students will reach the targeted goal.	<b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2013-2014	<b>GE/L-SLO Reflection:</b> 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)
Course-Level SLO Status: Active			
Course-Level SLO Status: Active			
Department - Dental Assisting (D A) - DA 73 <b>Assessment Method:</b> - 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)))	<b>Assessment Method:</b> Students must record treatment procedures on a daily basis while attending internships. The treatment record is graded on a daily basis. <b>Assessment Method Type:</b> <b>Result:</b> Field Placement/Internship <b>Target for Success:</b> 85% of students will be able to successfully	<b>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.</b> <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b>	
Course-Level SLO Status: Active			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	<p>complete a treatment plan with no errors or incorrect statements.</p>	<p><b>GE/L-SLO Reflection:</b> 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 responsibility)</p> <p>07/08/2013 - 90% of students could successfully complete the treatment plan</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2012-2013</p> <p><b>GE/L-SLO Reflection:</b> Requested by advisory board as necessary tool for graduates of the program</p> <p>07/18/2012 - 90% of the students were able to successfully complete a satisfactory treatment plan.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2011-2012</p> <p><b>Resource Request:</b> None.</p> <p><b>GE/L-SLO Reflection:</b> Treatment planning is an important aspect of dental assisting when recording statements by the dentist.</p>	<p>2013-2014</p> <p><b>GE/L-SLO Reflection:</b> 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 responsibility)</p>
<p>Department - Dental Assisting (D A) - D A 74 <b>Assessment Method:</b> - 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))</p>	<p>09/19/2015 - All students were placed in various externship offices in the Bay Area and completed the targeted hours.</p> <p><b>Result:</b> Target Met</p> <p><b>Target for Success:</b> 100% of the students will be success in reaching the targeted hours.</p>	<p>07/18/2012 - Continue to teach and supervise students with treatment planning documentation.</p>	<p>Page 51 of 59</p>
			<p>Generated by TracDat a product of Nuventive.</p> <p>01/09/2017 1:26 PM</p>

Course-Level SLOs	Means of Assessment & Targets for Success/ Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<b>Course-Level SLO Status:</b> Active	<b>Resource Request:</b> None needed <b>GE/L-SLO Reflection:</b> 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	<b>Resource Request:</b> None needed <b>GE/L-SLO Reflection:</b> 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	<b>Resource Request:</b> None needed <b>GE/L-SLO Reflection:</b> 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
		<b>Result:</b> Target Met	<b>Year This Assessment Occurred:</b> 2013-2014
<b>Resource Request:</b> None	<b>GE/L-SLO Reflection:</b> 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)	<b>Result:</b> 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.	<b>Result:</b> Target Met
<b>Year This Assessment Occurred:</b> 2012-2013	<b>GE/L-SLO Reflection:</b> A student had to leave for a family emergency and had to make-up hours	<b>Result:</b> 07/08/2013 - 97% of students completed the targeted hours.	<b>Result:</b> Target Not Met
		<b>Year This Assessment Occurred:</b> 2012-2013	<b>GE/L-SLO Reflection:</b> A student had to leave for a family emergency and had to make-up hours
		<b>Result:</b> 07/18/2012 - All students were successful in reaching targeted hours mandated by program accreditation.	<b>Result:</b> 07/18/2012 - Program director will supervise students in private practice offices for 2013

Course-Level SLOs	Means of Assessment & Targets for Success/ Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Department - Dental Assisting (D A) - DA 74 <b>PRACTICE - DENTAL ASSISTING CLINICAL</b></p> <p>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><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> 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><b>Assessment Method Type:</b> Portfolio Review</p> <p><b>Target for Success:</b> 100% of students will submit a acceptable portfolio project.</p>	<p><b>Year This Assessment Occurred:</b> 09/19/2015 - All students completed and submitted a portfolio project as their capstone project.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2014-2015</p> <p><b>Resource Request:</b> None needed</p>	<p><b>GE/L-SLO Reflection:</b> Students are placed in a wide variety of settings and can be shifted when needed.</p>

Course-Level SLOs	Means of Assessment & Targets for Success/ Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		07/08/2013 - Portfolios were completed by all students and were deemed acceptable.	
<b>Result:</b> Target Met	<b>Year This Assessment Occurred:</b> 2012-2013		
	<b>GE/L-SLO Reflection:</b> This is a capstone project for the students to display their own original work.		
	07/18/2012 - All students successfully submitted a satisfactory portfolio project for 2012.	07/18/2012 - Collect portfolio and continue to have students build during spring quarter instead of requiring all of it at the end of the quarter.	
<b>Result:</b> Target Met	<b>Year This Assessment Occurred:</b> 2011-2012		
<b>Resource Request:</b> None	<b>GE/L-SLO Reflection:</b> Some stragglers but will continue to require portfolios		
<b>Department - Dental Assisting (D A) - DA 85 Assessment Method:</b> - 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))	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	09/19/2015 - Continue to work with students on the skills and continue to offer mock exams several times a quarter.	
<b>Assessment Method Type:</b> Exam - Course Test/Quiz	<b>Result:</b> Target Not Met		
<b>Target for Success:</b> 100% of the students will successfully pass the state board exam	<b>Year This Assessment Occurred:</b> 2014-2015		
<b>Resource Request:</b> Continue to fund disposable materials and equipment for this endeavor.			
<b>GE/L-SLO Reflection:</b> This past year the pass rate has increased significantly compared to last year that had low pass rates throughout the entire state of California.			
09/01/2014 - 100% of the students who took the August RDA exam passed. The exam is			

Course-Level SLOs	Means of Assessment & Targets for Success/Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Department - Dental Assisting (D A) - D A 85 <b>Assessment Method:</b> - RDA REVIEW - SLO 2 - Application of Knowledge - The student must participate in RDA written state board licensing exam.	<p>becoming more rigid and strict. The faculty required more stringent requirements for the mock board exam which we think helped the pass rate.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2013-2014</p> <p><b>GE/L-SLO Reflection:</b> 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)</p> <p>07/08/2013 - 100% of students passed their mock board exam.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2012-2013</p> <p><b>GE/L-SLO Reflection:</b> Usually there are 1- several students who fail. This year the students did very well.</p> <p>07/18/2012 - 75% of students passed their mock board this year.</p> <p><b>Result:</b> Target Not Met</p> <p><b>Year This Assessment Occurred:</b> 2011-2012</p> <p><b>Resource Request:</b> Continue to receive Perkins money to purchase supplies and avoid B budget reductions</p> <p><b>GE/L-SLO Reflection:</b> Need to teach mock board procedures later in quarter for consistency.</p>		<p>09/19/2015 - 100% of the students passed the post-exam.</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
a mock state board written examination and pass with a 75% or better (Created By Department - Dental Assisting (D A))			
<b>Course-Level SLO Status:</b> Active	<b>Assessment Method Type:</b> Pre/Post Test <b>Target for Success:</b> 100% of the students will pass the post-exam.	<b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2014-2015 <b>Resource Request:</b> None needed.	
	<b>GE/L-SLO Reflection:</b> Review questions and practice tests are helpful.	<p>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.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2013-2014</p> <p><b>GE/L-SLO Reflection:</b> 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)</p>	
		<p>07/08/2013 - 100% of the students passed the mock practical exam.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2012-2013</p> <p><b>GE/L-SLO Reflection:</b> A difficult exam.</p>	
		<p>07/18/2012 - All students passed a post RDA mock exam.</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 88 <b>PIT &amp; FISSURE SEALANTS</b> - 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)) Active</p> <p><b>Course-Level SLO Status:</b></p> <p><b>Assessment Method:</b> Class/Lab Project</p> <p><b>Target for Success:</b> 95% of the students will be successful.</p> <p><b>Resource Request:</b></p> <p><b>GE/L-SLO Reflection:</b></p>	<p><b>Assessment Method:</b> Students will test caries detection devices on tooth models which have sound and carious tooth structure.</p> <p><b>Assessment Method Type:</b> Class/Lab Project</p> <p><b>Target for Success:</b> 95% of the students will be successful.</p> <p><b>Resource Request:</b> Diagnostic caries detection device</p> <p><b>GE/L-SLO Reflection:</b> The students have one of the two detection devices to operate.</p>	<p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2014-2015</p> <p><b>Resource Request:</b></p> <p><b>GE/L-SLO Reflection:</b> 11/19/2013 - Caries detection device is inaccurate on extracted and plastic caries ID teeth. Students will need to practice on each other.</p>	<p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2012-2013</p> <p><b>Resource Request:</b> None - there are enough probe ends to sterilize.</p> <p><b>GE/L-SLO Reflection:</b> This is difficult to demonstrate in clinic and a practice session on extracted teeth or plastic caries ID teeth didn't work out very well. Need to have students practice on each other.</p>
<p>Department - Dental Assisting (D A) - D A 88 <b>PIT &amp; FISSURE SEALANTS</b> - 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)) Active</p> <p><b>Course-Level SLO Status:</b></p> <p><b>Assessment Method:</b> Class/Lab Project</p> <p><b>Target for Success:</b> 95% of the students will be successful.</p> <p><b>Resource Request:</b></p> <p><b>GE/L-SLO Reflection:</b></p>	<p><b>Assessment Method:</b> Students will test caries detection devices on tooth models which have sound and carious tooth structure.</p> <p><b>Assessment Method Type:</b> Class/Lab Project</p> <p><b>Target for Success:</b> 95% of the students will be successful.</p> <p><b>Resource Request:</b> Diagnostic caries detection device</p> <p><b>GE/L-SLO Reflection:</b> The students have one of the two detection devices to operate.</p>	<p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2014-2015</p> <p><b>Resource Request:</b></p> <p><b>GE/L-SLO Reflection:</b> 11/19/2013 - Need to have students practice on student/partners.</p>	<p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2012-2013</p> <p><b>Resource Request:</b> None - there are enough probe ends to sterilize.</p> <p><b>GE/L-SLO Reflection:</b> This is difficult to demonstrate in clinic and a practice session on extracted teeth or plastic caries ID teeth didn't work out very well. Need to have students practice on each other.</p>

Course-Level SLOs	Means of Assessment & Targets for Success/Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Department - Dental Assisting (D A) - DA 88	<b>Assessment Method:</b> - 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))	<b>Assessment Method Type:</b> Students will place pit and fissure sealants on a total of 4 patients.  <b>Target for Success:</b> 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.	07/18/2012 - Not all students were successful but uncertain outcome since extracted teeth are dried out and cannot be used.  <b>Result:</b> Target Not Met
<b>Course-Level SLO Status:</b> Active	<b>Year This Assessment Occurred:</b> 2011-2012	<b>Resource Request:</b> None.	<b>Year This Assessment Occurred:</b> 2011-2012
Department - Dental Assisting (D A) - DA 88	<b>Assessment Method:</b> - 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))	<b>Assessment Method Type:</b> Students will place pit and fissure sealants on a total of 4 patients.  <b>Target for Success:</b> 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.	09/19/2015 - 100% of the students were able to successfully place pit and fissure sealants on their last clinical patient.  <b>Result:</b> Target Met
<b>Course-Level SLO Status:</b> Active	<b>Year This Assessment Occurred:</b> 2014-2015	<b>GE/L-SLO Reflection:</b> The format was changed so 1:1 instruction occurred during the entire first time sealants were placed on a patient.	<b>Year This Assessment Occurred:</b> 2014-2015
Department - Dental Assisting (D A) - DA 88	<b>Assessment Method:</b> - 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))	<b>Assessment Method Type:</b> Students will place pit and fissure sealants on a total of 4 patients.  <b>Target for Success:</b> 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.	11/19/2013 - All students fulfilled the state requirement of 4 patients.  <b>Result:</b> Target Met
<b>Course-Level SLO Status:</b> Active	<b>Year This Assessment Occurred:</b> 2012-2013	<b>Resource Request:</b> Continued support for sealant materials, switch to glass ionomer soon <b>GE/L-SLO Reflection:</b> This class is in it's 3rd year of being taught and is getting easier and easier to implement. Need to change to glass ionomer sealants.	11/19/2013 - Continue to require at least 4 patients and change to glass ionomer sealants in the near future.
Department - Dental Assisting (D A) - DA 88	<b>Assessment Method:</b> - 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))	<b>Assessment Method Type:</b> Students will place pit and fissure sealants on a total of 4 patients.  <b>Target for Success:</b> 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.	07/18/2012 - All students were able to place sealants on all 4 patients.

Course-Level SLOs	Means of Assessment & Targets for Success/Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	<p>sealants successfully on their final patient.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2011-2012</p> <p><b>Resource Request:</b> Continue to receive Perkins money to purchase supplies and avoid B budget reductions</p> <p><b>GE/L-SLO Reflection:</b> A difficult class to teach and time consuming.</p>	<p>07/18/2012 - Continue to improve class and more step by step instruction.</p>	

# 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.	<b>Assessment Method:</b> 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.	01/07/2016 - 100% of the students received a passing grade on their portfolio project at the end of Spring quarter.	
<b>Start Date:</b> 09/26/2011 <b>End Date:</b> 06/29/2012 <b>SLO Status:</b> Active	<b>Assessment Method Type:</b> Portfolio Review <b>Target:</b> 100% of the students must receive a passing grade on this capstone project.	<b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2014-2015	<b>Resource Request:</b> Equipment and supplies to keep program up -to-date with newest technology.
	<b>GE/L-SLO Reflection:</b> Student portfolio submissions were especially good this year and many were well received by dentist employers.		
	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.	11/29/2014 - No action needed	
	<b>Result:</b> Target Met		
	<b>Year This Assessment Occurred:</b> 2013-2014		
	<b>Resource Request:</b> None.		
	<b>GE/L-SLO Reflection:</b> This is a good capstone project and the faculty meet and revise the portfolio project as necessary every year.		
	07/08/2013 - 100% of students completed a portfolio project to demonstrate competency.		
	<b>Result:</b> Target Met		
	<b>Year This Assessment Occurred:</b> 2012-2013		
	<b>Resource Request:</b>		

PL-SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		Need up-to-date equipment and materials to continue our success	
		<b>GE/L-SLO Reflection:</b> Student portfolios well received by faculty and administration	
		10/05/2012 - 100% of the students received a passing grade on their portfolio for the 2011-2012 year.	10/11/2012 - Move practice for state board procedures to midway through quarter
	<b>Result:</b> Target Met		
	<b>Year This Assessment Occurred:</b> 2011-2012		
	<b>Resource Request:</b> Continue to receive Perkins money to purchase supplies and avoid B budget reductions		
	<b>GE/L-SLO Reflection:</b> Address the "Communication" ILO - graduating students able to function in a dental office externship and receive a passing grade from clinical supervisor.		
	12/16/2011 - 100% of students received a passing grade for the 2010-11 year.	03/09/2012 - The portfolio is a capstone project which reflects original student work throughout their 10 month program. This is a valuable assessment tool which students can use for interviewing purposes too.	
	<b>Result:</b> Target Met		
	<b>Year This Assessment Occurred:</b> 2010-2011		
	<b>Resource Request:</b> Increase in faculty development funds for faculty to attend conferences/classes on portfolio development. Increase PDs reassigned time to improve/expand portfolio project. Dedicated DA classroom with two screens & projectors in classroom	12/16/2011 - Continue to improve and develop portfolio project by requesting funding for faculty development and improve student learning by having a classroom dedicated only for dental assisting with two projectors and two screens.	
	<b>GE/L-SLO Reflection:</b> Portfolio is excellent capstone project but needs further development and refining.		

PL-SLOs		Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
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.	<b>Assessment Method:</b> Students will take a bite wing and full mouth series of radiographs with minimal retakes as prescribed by the American Dental Association	<b>Assessment Method Type:</b> Class/Lab Project	<b>Target:</b> Students attending the Foothill College Dental Assisting Program.	<b>Start Date:</b> 09/20/2010 <b>End Date:</b> 06/30/2011 <b>SLO Status:</b> Active
	<b>Resource Request:</b> Equipment and supplies to keep program up -to-date with newest technology.	<b>Year This Assessment Occurred:</b> 2014-2015	<b>GE/L-SLO Reflection:</b> The advisory board mentions every year how important it is for students to be able to take qualify radiographs.	01/07/2016 - 100% of students were able to take radiographs successfully on clinical patients. <b>Result:</b> Target Met
	<b>Resource Request:</b> New intraoral x-ray tube heard to replace old existing tube/head.	<b>Year This Assessment Occurred:</b> 2013-2014	<b>GE/L-SLO Reflection:</b> 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 - All students completed the Fall, Winter and Spring patient requirements with minimal re-takes allowed by the department's radiology area. <b>Result:</b> Target Met
	<b>Resource Request:</b> FMS radiographs	<b>Year This Assessment Occurred:</b> 2012-2013	<b>GE/L-SLO Reflection:</b> 07/08/2013 - 100 % of all students completing program finished requirements for bite wing and FMS radiographs	11/29/2014 - Request x-ray tubehead in program review document. <b>Result:</b> Target Met
	<b>Resource Request:</b> Need digital sensors and fix equipment due			11/22/2013 - Continue to switch to digital x-rays. New panoramic machine will be purchased in 2014. Need long term planning for x-ray equipment and use to continue to replace x-ray tube head and other equipment

PL-SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>to wear and tear</p> <p><b>GE/L-SLO Reflection:</b> Students worked with limited resources</p>	<p>07/08/2013 - Need long term planning for mannikin repair (minimum 3500 dollars and radiology equipment replacement).</p>
		<p>10/05/2012 - All students who completed the program received a x-ray license.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2011-2012</p> <p><b>Resource Request:</b> Panoramic x-ray machine</p> <p><b>GE/L-SLO Reflection:</b> Addresses the "Community &amp; Global Consciousness" learning outcome. Students would be able to minimize exposure to radiation and also have clinically acceptable radiographs.</p>	
		<p>12/16/2011 - All graduates of the program, or 100% of the students who completed the program, successfully completed #2 SLO.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2010-2011</p> <p><b>Resource Request:</b> Increase lab instructors to provide better quality instruction and minimize radiation exposure for the patient. Dedicated DA classroom with two screens &amp; projectors in classroom</p> <p><b>GE/L-SLO Reflection:</b> Advisory board members who are dentists have stated the importance of a dental assistant that can take good x-rays. Mistakes concerning radiation exposure is a concern. Students must be tightly regulated when exposing patients to radiation.</p>	<p>11/09/2012 - Continue to teach and emphasize digital radiography techniques.</p> <p><b>Follow-Up:</b> 11/09/2012 - Request digital panoramic unit for radiography instruction.</p> <p>12/16/2011 - Continue to request Perkins funding for addition of second faculty member in radiology lab.</p>

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