FOOTHILL COLLEGE
Program Planning and Review
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Program: DENTAL ASSISTING 2010-11

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I. Department/Program Mission

1. State the department name and everyone who participated in creating the comprehensive program plan.	Cara Miyasaki, Jen Bennett, Eloise Reed, Judy Yamamoto, Kay Murphy, Renee Herold, Bob McCowan
2. State the program's mission. If you don't have one, create one.	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.
3. Explain how the program/department mission is aligned with the college mission?	The students who attend our program are a diverse population of students from a wide range of socioeconomic, cultural, and ethnic backgrounds. The program has been commended by the Office of Civil Rights for the program's philosophy of equal opportunity for all and it's availability for all students to apply, attend and succeed. Students often enter with only a high school diploma many times from foreign countries. Many graduates of the program work full- or part-time often pursuing higher educational goals i.e. business, dental hygiene, dental school, pharmacy, forensics, etc. The Dental Assisting Program demonstrates evidence of student learning and achievement of educational goals measured through standardized competencies verified by national and state examinations. Ongoing and frequent assessment and quality improvement is an integral part of the program and will assist the institution in serving the goals of

I. Department/Program Mission

	delivering high quality programs, assessing instructional effectiveness, and assessing and upgrading needs of a high employment service area.

II. Department and Program Description & Data

1. What are your hours of operation?	Our offices open at: 8 am When students are not in attendance they know that the director and instructors are available 24/7 by cell phone and email. Closed for Lunch: No ☒ or Yes ☐ If yes, when: Our offices closed at: 5 pm

2. What types of classes do you offer, at what locations, and at what times?	Times offered: ☒Morning (6AM-12PM) ☒Afternoon (12PM-4PM) ☐Evening (4PM-10PM)	Locations offered: ☒FH Main Campus ☐Middlefield ☐Off campus	Types Offered: ☒In Person ☒Hybrid ☒Distance	Status Offered: ☒Credit ☐Non-credit

3. List current positions and descriptions for all personnel in your area on the chart below (include position titles only, not individual names).

Faculty Positions by Discipline	Full-time Headcount	Part-time Headcount	Brief Description of duties
Program Director	1		Directs day to day operation of program, Teaches DA 58, 51A, 73, 74, 75, DH 72
Full-time Instructor	1	50% DA, 50% DH	Teaches radiology lecture and lab
Part-time Instructor		.3697	Teaches DA courses 71, 62A/B/C, DA 60A/B, 56, 63
Part-time Instructor		.0952	Teaches DA 51A

Part-time Instructor		.1079	Teaches DA 51C and 57	
Part-time Instructor		.0556	Teaches in DA 51A	
Part-time Instructor		.1230	Teaches in DA 51A and DA 73	
Management and Classified Positions	**Full-time Headcount**	**Part-time Headcount**	**Brief Description of duties**	
Administrative Assistant	1	50% DA, 50% DH	Administrative support for dental assisting program	

Student Worker Positions	**Hours per Week**	**Months per Year**	**Brief Description of duties**	
N/A				
Position Title	0.00	0		
Position Title	0.00	0		

4. Given the data, describe the trends in enrollment, FTES, and Average Class size. What are the implications for your department?	The maximum number of students accepted in the program is 28 full-time students. There is a steady number of applicants being approximately the same from year to year over the last ten years (55-60 applications)
5. Student Achievement: Given the data, describe the trends in overall success rates, retention rates, and degrees and certificates awarded. What are the implications for your department?	Between 22 to 26 students graduate each year and receive either a certificate or a certificate plus an A.S. degree. There is expected attrition each year. The reasons for attrition vary each year but the two most common reasons are academics and personal reasons. The program is highly respected by dentists in the surrounding communities and is recognized for the quality of the graduates.

The pass rate for the state board practical exam for Foothill College Dental Assisting Program from August 2006-April 2010 is 96.7%. The OJT pass rate for that time is 81.%. ADA accredited |

	programs 78% and California RDA schools is 83%.

The pass rate for the Foothill College Dental Assisting Program for the written exam is currently only available from June 2008 to November 2008. The pass rate is 95%. The pass rate for the state ranges from 46.3% passing to the highest average of 68.5%.

Survey results report 100% pass rate. The current pass rate for the state is 85%

In comparison to years preceding this data, the program's statistics are similar with a always achieving a 15-20% higher rate of success on state board exams. |
| 6.   Student Equity: Given the data, describe the trends with respect to underrepresented students. How will your program address the needs/challenges indicated by the data? | The program has a high proportion of students who qualify for financial aid (including EOPS and BOGW). Approximately 1/3 of the students are Caucasian with the other 2/3 representing Hispanic, Asian, Eastern European, Middle Eastern, Native American and African American students. There are more underrepresented students in the DA program compared to other allied health programs offered by the college. The program will continue to pursue attracting a diverse student population and given that there is a dearth of minority dental faculty in the nation, there is a high percentage of minority representation among faculty who will serve as role models for students of color. |
| 7.   Given the data, discuss how the FTEF trends and FTEF/FTES ratio will impact your program. Include any need for increasing or reducing your program faculty. What are the implications for your department? | The FTEF has stabilized. The program has incorporated the recent changes to the legal duties that can be performed by dental assistants without increasing the need for FTEF.

The program faculty are in the process of developing a .5 or 1 unit course on communication strategies. |
| 8.   Given the data for distance learning, describe the trends related to success, retention, and student satisfaction. | Although the students take distance learning both hybrid and entirely online courses, the program director is available to the |

Discuss solutions to ensure that rates match or exceed those of comparable traditional format courses.	students either face-to-face, by email or phone. Students usually give direct feedback to the students which changes the way the hybrid and online courses are taught. For example, last year the students gave feedback that it would have been helpful to have the scavenger hunt and netiquette assignments available to them the first week of school. Subsequently, the assignments were available the first week of school as the students suggested. The students also wanted to do the courses at their own pace so the two online courses in Fall are openly available to the students for the quarter. The program director administers quarterly, yearly, and alumni survey so the students have ample opportunity to give feedback about any course taken in the program.

9. Optional: Provide any additional data relevant to your program. (Indicate the source of the data).	RDA Written Exam 2008
	  Foothill College 95% Overall state average 64%
	  RDA schools 82%
	RDA Practical Exam
	  August 2006-April 2010 is 96.7%. The OJT pass rate for that
	  time is 81.%. ADA accredited programs 78% and California RDA
	  schools is 83%.

10. Are you seeing trends that are not reflected in the data cited above? If yes, please explain.	Information supplied by the Bureau of Labor Statistics state: An expected increase of demand by 29% between 2006-2016. Am expected level of unemployment deemed "Very Low" http://data.bls.gov/oep/servlet/oep.noeted.servlet.ActionServlet

Summary of Planning Goals & Action Plans				
11. Identify 3-6 operational goals and link them to one or more college strategic initiatives or to your operations.				
Department Operational Goals	**College Strategic Initiatives**			
Identify 3-6 operational goals	Building a Community of Scholars	Putting Access into Action	Promoting a Collaborative Decision-making Environment	Operations Planning
Purchase equipment to teach allowable duties	☒	☒	☐	☐
Maintain CODA accreditation, site visit in 2011	☒	☒	☒	☒
Develop and implement communication course	☐	☒	☒	☒
Promote continuing education.	☒	☒	☐	☐
Implement digital radiographs	☒	☒	☒	☒
	☐	☐	☐	☐

12. What is your plan for accomplishing your goals?		
Department Operational Goals	**Activities**	
Purchase equipment to teach allowable duties	Some duties allowed by the state are taught didactically but equipment not necessarily available to teach to minimal laboratory or clinical competency.	Students will be able to have lab and/or clinical experience.
Obtain approved program accreditation status	Review, revise and write accreditation document using collaborative faculty and staff efforts and input. Director attend CODA site preparation meeting.	Maintain DA program integrity & reputation for excellence. Use the accreditation process for internal review of the DA program & set future goals.
Develop and implement communication course	An ESL English and part-time DA instructor will work together to develop course	Improve communication skills and assist students in communication strategies in a workplace environment.
Implement digital radiographs	Complete faculty & staff training on Eaglesoft Dental software & imaging programs for dental x-rays. Prepare instructions & training for students.	Prepare students for dental hygiene careers that rely on digital radiology technology.

13. Are additional resources needed to accomplish your department operational goals? If yes, identify the resource, as well as the purpose and rationale for each resource.

Identified Resource	Purpose	If requesting funding, provide a rationale of how each request **supports one or more college strategic initiative and/or supports student learning.**
One-time funding for equipment	Purchase equipment to teach allowable duties	Access: Students will be able to have lab and/or clinical experience.
Ongoing FTE funding	To develop .5 or 1 unit communication strategy course	Student Success: Improve communication skills and assist students in communication strategies in a workplace environment.
Ongoing funding for faculty development	Faculty Training	Student Success: Ongoing faculty development to maintain currency of faculty.
Ongoing funding for program accreditation	CODA (Commission on Dental Accreditation) mandates that faculty have continued training in educational methodology and new developments in dentistry. In addition the DA department must regularly meet to review survey data, review curriculum & student learning outcomes to move forward with appropriate changes to the DA program. Both part-time & full-time faculty need to be involved in this process.	Compliance with CODA accreditation standards. Supports student learning & career preparation. Supports Strategic Initiative 1: student success. Supports Strategic Initiative 2: community & collaboration Supports Strategic Initiative 3: nontraditional outreach
Increase director release time.	The director is responsible for numerous duties including: curriculum & SLOs for 21 courses, CODA accreditation annual reports, college reports, clinical internships, organize advisory board members & meetings, DA department scheduling, budgeting, DA application process & admissions, program orientations, faculty meetings, director meetings, student counseling, and many other duties. The release time should be 50% of a full time load to be adequate.	Compliance with CODA accreditation standards. Supports student learning & career preparation. Supports Strategic Initiative 1: student success. Supports Strategic Initiative 2: community & collaboration Supports Strategic Initiative 3: nontraditional outreach

	Also, maintain DA program integrity & reputation for excellence.	

III. Curriculum	
Curriculum Overview	
1. How does your curriculum address the needs of diverse learners?	Each course has detailed manuals for each student. Students receive information by formal lecture, use of multimedia, hands-on lab practice, practicing on student-partners and actual clinical patients. In addition online resources and DVD/CD rom discs are available to the students from their main textbook. Students with disabilities receive whatever accommodations are necessary for success.
2. How does your curriculum respond to changing community, student, and employer needs?	A majority of the dental assisting faculty belong to a local education group, the Bay Area Educators Group, (BAEG) which consists of directors and faculty from dental assisting programs in northern California. The members of the group recognized the need to pool resources to implement the new duties even before the duties were signed into statute. Members of this group have worked for the past year on the curriculum, equipment and materials needed for these duties. The programs involved in BAEG are in much better shape than many other programs who learn about the new duties only at annual California Dental Assisting Teachers Association meetings. Each year we survey our students and graduates and determine if we need to change or adjust any courses to better prepare students for their career. Employers give feedback as well regarding the preparation of our dental hygiene graduates. All the above factors contribute to our ongoing curriculum management plan.
3. How does your curriculum support the needs of other certificates or majors?	Many students continue with school either full- or part-time to pursue additional education in either dental hygiene or other career paths.

4. Do your courses for the major align with transfer institutions?	No, the program is an entry level program which only requires a high school diploma or equivalent. However, students learn how to study and do well in school and often raise their original educational goals to pursue additional education.
5. Do your courses have appropriate and necessary prerequisites? Identify any challenges and plans to address the challenges.	The program only requires a high school diploma or equivalent. The Office of Civil Rights has commended the program on the program's open access to all. Currently, there is no plan to change the prerequisite for the program.
6. Review the attached curriculum report for currency. What is your plan to address the deficiencies? (Consider: Title V, course deactivation, updated prerequisites, cross-listed courses, measuring student learning outcomes, curriculum sheets, certificates and degrees).	The program faculty will continue working with the c3ms system to achieve compliance with college standards.
7. Does your program offer distance education courses?	Yes, the program offers 2 distance learning courses.
8. If you offer distance education courses, list one or two short examples of how your distance education courses provide for effective interaction between students and faculty.	Our online courses use discussion, chat, announcements and instructor feedback on assignments. DA students see their instructors regularly in on campus classes and clinic.
9. If you offer distance education courses, list one or two short examples of how your distance education courses provide for effective interaction among students.	Our students are together for an average of 6 hours or more a day. They see each other more than most people see their family. They have enough face-to-face interaction at school in their regular classes. Online, Students have a student chat area & also comment on instructor guided discussions.
College Skills (Pre-collegiate) Overview (Data Available Fall 2009-filling out this section is optional)	
10. What college skills should a student have before entering your program?	Our students have a variety of college skills from the minimum of a high school diploma to Master's degrees. We assume that the students have no college skills and teach them how to learn, how to study, take notes, and take tests. Students are told "School is like a job" and if they fail to meet the standards of the program they will not be successfully employed in a dental office.
11. Given the data, comment on the effectiveness of the assessment and placement of college skills students into your program. (For MATH, ENGL and ESL only).	N/A – The program is an entry level program.

12. In what ways are you addressing the needs of the college skills students in your program?	The first week of school is basically an orientation to college. The students receive their schedules are told to bring a calendar and given daily assignments to be prepared for college. The program does a "calendar and binder check" the first and second week of school to make sure the students are on track. The program faculty are currently discussing the development of a .5 or 1 unit pre-fall course for communication skills and other successful college strategies.
13. How are faculty in your program collaborating with other disciplines and services to meet the needs of college skills students?	The program directors meet every month to coordinate and discuss program policies and issues. The library faculty are involved with conducting a student tour and assisting the student in research projects. The pre-fall college success course may include a ESL English instructor.
Program Mapping	
14. If applicable, identify any sequence of courses that are part of your program. List in the order that they should be taken by students.	The program has several courses which must be taken in sequence. This sequence is carefully selected by the faculty and follow the guidelines of our accreditation guidelines. The students proceed through a order of awareness and a general orientation to advanced skills at the end of the program.
15. For your courses that are part of a sequence – are the student learning outcomes well aligned with the next course in the sequence? Please work with the college researcher to answer this question - once your sequence of courses is identified.	Dental assisting students must learn a wide variety of skills and knowledge. The student learning outcomes reflect the advancement of students with a layering of knowledge which builds upon itself.
16. If applicable, describe any capstone course, signature assignment (project, service learning, portfolio), or exam that demonstrates knowledge, skills, and abilities, indicating successful program completion?	Each quarter the faculty have identified projects to raise the sophistication both technically and knowledge based that students collect and place into a portfolio. The students assemble their portfolios throughout the academic year and is evaluated each quarter. The final product is presented at the Open House held at the end of the year.
Course Scheduling & Consistency	

17. Given available data, describe the trends in the scheduling of morning, afternoon, and evening classes, as well as Friday, Weekend, and distance education classes. Comment on the feasibility of offering classes at non-standard times.	The students generally have lecture in the morning and labs in the afternoon in Fall quarter. Online courses are also held to give some flexibility in the schedule to accommodate students many who have jobs, children or other personal commitments in addition to school. Many students have children and there are always single mothers or fathers in the class who need to pick their children up from daycare. Students are sometimes offered evening or Saturday clinical sessions to accommodate patients who must work during regular hours. Faculty often do this voluntarily without pay.
18. Are required courses scheduled in appropriate sequence to permit students to complete the program in the prescribed length of time? If yes, describe the rationale upon which the sequence is based. If no, what is the plan to change the scheduling pattern? What are the barriers that prohibit implementation of the changes? Explain.	The program is committed to keeping the length to 10 months. This is a difficult task due to the reason that many dentists use a wide variety of materials and equipment often related to the year that they graduated. When new materials or equipment must be incorporated into the curriculum the faculty phase out older materials, techniques or equipment to accommodate the new material.
19. How does the department determine that classes are taught consistently with the course outline of record?	Faculty meet each quarter to review curriculum, content & the outcomes of DA board exams. We regularly review our SLO's, our course outlines & the textbooks/resources we use in the program. Generally instructors teach the same courses for a number of years, with the exception of PDL's. This means that there is a great deal of expertise on the part of the instructor in each course. DA faculty does Title V updates on the required schedule. Additional updates to courses occur on an as needed basis using data from graduate surveys, quarterly course surveys, accreditation mandates & advisory board suggestions.
Summary of Planning Goals and Action Plans	
20. What are your goals with respect to curriculum and how will those goals be measured?	We have numerous measurements of our curriculum goals. First, the goals of the program must meet the accreditation standards of the Commission of Dental Accreditation. Obtaining an active accreditation status assures the program that the curriculum goals are met. Second, there are measurable outcomes of the State Board Exam. Third, our SLO's have measurable outcomes for each course.

21. Are additional resources needed to accomplish your curriculum goals? If yes, identify the resource, as well as the purpose and rationale for each resource.

Identified Resource	Purpose	If requesting funding, provide a rationale for how each request **supports one or more college strategic initiative and/or supports student learning.**
Equipment and materials	To teach allowable duties for dental assistants to minimal competency in a laboratory and/or clinical setting.	Access: Dental assistants must learn allowable duties which increases their value to their dentist employers. Collaboration: The Faculty will meet to decide how to revise the current curriculum to incorporate the many duties into the appropriate classes.
Funding for faculty development	Faculty Training	Compliance with CODA accreditation standards. Supports student learning & career preparation. Supports Strategic Initiative 1: student success. Supports Strategic Initiative 2: community & collaboration Supports Strategic Initiative 3: nontraditional
Increase director release time.	The director is responsible for numerous duties including: curriculum & SLOs for 21 courses, CODA accreditation annual reports, college reports, clinical internships, organize advisory board members & meetings, DA department scheduling, budgeting, DA application process & admissions, program orientations, faculty meetings, director meetings, student counseling, and many other duties. The release time should be 50% of a full time load to be adequate. Also, maintain DA program integrity & reputation for excellence.	Compliance with CODA accreditation standards. Supports student learning & career preparation. Supports Strategic Initiative 1: student success. Supports Strategic Initiative 2: community & collaboration Supports Strategic Initiative 3: nontraditional outreach

IV. Learning Outcomes

Student Learning Outcome and Program Learning Outcomes Assessment

1.   Be sure and complete your **course-level student learning outcomes** assessment for each course through the C3MS system.

2.   **Program Learning Outcomes** in this section will be updated annually and posted on the Learning Outcomes webpage.

• **Intended Program Outcome 1**: *What will the student think, feel, know or be able to do as a result of this educational experience.*
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.

This Program Learning Outcome meets the Core College Mission of:	Basic Skills ☐	Transfer ☐	Workforce ☒
Relationship to Institutional Learning Outcomes • *Communication* • *Computation* • *Critical Thinking* • *Community and Global Consciousness*	Means of Assessment/Criteria for Success 1. National and/or state board exam 2. Graduate survey 3. Portfolio project	Summary of Data: October 2011 1. 100% pass rate on exams 2. Faculty evaluating survey results – pre-fall class? 3. Portfolio project – good feedback from community	Use of Results: October 2011 Need financial resources to keep program current and for students to practice and be tested for duties at a laboratory and/or clinical level

• **Intended Program Outcome 2**: *What will the student think, feel, know or be able to do as a result of this educational experience.*
Upon completion of the Dental Assisting Program graduates will value and implement proper radiation safety for patients, self, and others.

This Program Learning Outcome meets the Core College Mission of:	Basic Skills ☐	Transfer ☐	Workforce ☒
Relationship to Institutional Learning Outcomes • *Communication* • *Computation* • *Critical Thinking* • *Community and Global Consciousness*	Means of Assessment/Criteria for Success 1. National and/or state board exam 2. Graduate survey 3. Portfolio project	Summary of Data: October 2011 1. 100% graduate satisfaction 2. Faculty evaluating survey results – pre-fall class? 3. Portfolio project – good	Use of Results: October 2011 Need financial resources to keep program current for radiologic techniques and for students to practice and be

		feedback from community	tested to minimal competency.	

V. Departmental Engagement

1. What standing committees, if any, does your department maintain? What are the committee charges and membership?	Advisory Board - community dentists, dental hygienists, dental assistants, dental/hygiene/assisting associations, sales representatives, faculty and staff (see accreditation document) Student Status Committee – Program director and faculty.
2. What interdepartmental collaboration beyond college skills has your department been involved in during the past 4 years?	The program director regularly attends program director meetings for the division which develops policies for student dismissal, policy manuals, student admissions, etc.
3. What has your department done since its last program review to establish connections with schools, institutions, organizations, businesses, and corporations in the community?	The director a part-time faculty member are founding members of the Bay Area Educators Group which meets regularly to discuss curriculum issues. The director was appointed a tri-chair of the BAEG. The director and a part-time faculty member were appointed to the California Dental Assisting Teachers Association Board of Directors. DH and DA test site for eHuman Tooth Atlas Software.
4. In what ways if any, are you or have you worked with area high schools to align curriculum from the high school to your course?	We participate regularly in program preview nights which include a presentation by the director and tours of the dental clinic by volunteer students.
5. In what ways if any, are you working with CSUs, UCs, private, or out-of-state institutions to align courses and develop articulation agreements?	An articulation agreement has been developed with Santa Clara CCOC.
Summary of Planning Goals and Action Plans	
6. What are your goals with respect to departmental engagement and how will those goals be measured?	The majority of the faculty of the dental assisting program have been teaching together for over 7 years. The program holds regular departmental meetings.
7. Are additional resources needed to accomplish departmental engagement goals? If yes, identify the resource, as well as the	

Identified Resource	Purpose	If requesting funding, provide a rationale for how each request **supports one or more college strategic initiative and/or supports student learning.**
Time	Faculty Training	Compliance with CODA accreditation standards. Supports student learning & career preparation. Supports Strategic Initiative 1: student success. Supports Strategic Initiative 2: community & collaboration Supports Strategic Initiative 3: nontraditional
Increase director release time.	The director is responsible for numerous duties including: curriculum & SLOs for 21 courses, CODA accreditation annual reports, college reports, clinical internships, organize advisory board members & meetings, DA department scheduling, budgeting, DA application process & admissions, program orientations, faculty meetings, director meetings, student counseling, and many other duties. The release time should be 50% of a full time load to be adequate. Also, maintain DA program integrity & reputation for excellence.	Compliance with CODA accreditation standards. Supports student learning & career preparation. Supports Strategic Initiative 1: student success. Supports Strategic Initiative 2: community & collaboration Supports Strategic Initiative 3: nontraditional outreach
FTEF	Develop communication and college success strategy course for DA students.	Outcomes assessment recommendation. Supports Strategic Initiative 1: student success. Supports Strategic Initiative 2: community & collaboration

purpose and rationale for each resource.

VI. Professional Development

1. List a sampling of professional development activities that	Faculty calibration each summer

VI. Professional Development

faculty and staff have engaged in during the last two years.	Attend and hold positions in Bay Area Educators Group monthly meetings Attend and hold positions in California Dental Assisting Teachers Association annual meetings Attend Etudes training Write chapters for dental hygiene and assisting textbooks Participate in state board licensing committees Consult with eHuman company for instructors guide.
2. What opportunities does your department take to share professional development experiences with colleagues?	The faculty meet regularly to discuss and share professional development activities. If meetings can be accommodated email messages are exchanged.
3. In what ways have faculty shared, discussed, and used professional development activities to improve program effectiveness?	On Course material presented to students by a part-time faculty member. A infection control application will be submitted as required by the Dental Board of California. Faculty received certification to teach pit and fissure sealants and infection control.
4. In what ways have staff shared, discussed, and used professional development activities to improve program effectiveness? What professional development needs do you have in the coming years?	The majority of our DA faculty attends the annual CADAT meeting. This meeting is a valuable professional development activity because it is specifically geared toward DA educators. We request on going faculty development funds so that our faculty can continue to attend these meetings & others. Dental professionals must attend continuing education to stay current with the changing dental field and to maintain licensure. Professional development assistance from the college ($1,000 per person per year) is vital and needed each year.
5. Are there unmet or upcoming professional development needs among faculty in this program? If yes, then please explain a proposed plan of action for addressing this need and any necessary resources.	Training is needed in order to keep current in the field. Resources to pay for registration and training will be needed on an ongoing basis.
Summary of Planning Goals and Action Plans	
6. What are your goals with respect to professional development and how will those goals be measured?	Our goals are to ensure that the students are acquiring adequate information as required by law for any and all duties specified by the Dental Board of California.

VI. Professional Development

7. Are additional resources needed to accomplish professional development goals? If yes, identify the resource, as well as the purpose and rationale for each resource.

Identified Resource	Purpose	If requesting funding, provide a rationale for how each request **supports one or more college strategic initiative and/or supports student learning.**
Funding for faculty development	Faculty Training	Compliance with CODA accreditation standards. Supports student learning & career preparation. Supports Strategic Initiative 1: student success. Supports Strategic Initiative 2: community & collaboration Supports Strategic Initiative 3: nontraditional
Increase director release time.	The director is responsible for numerous duties including: curriculum & SLOs for 21 courses, CODA accreditation annual reports, college reports, clinical internships, organize advisory board members & meetings, DA department scheduling, budgeting, DA application process & admissions, program orientations, faculty meetings, director meetings, student counseling, and many other duties. The release time should be 50% of a full time load to be adequate. Also, maintain DA program integrity & reputation for excellence.	Compliance with CODA accreditation standards. Supports student learning & career preparation. Supports Strategic Initiative 1: student success. Supports Strategic Initiative 2: community & collaboration Supports Strategic Initiative 3: nontraditional outreach

VII. Support Services

Support Services

Consider the support services needed by your program when reflecting over the following questions		Comments or explanations of barriers and solutions.
1. Is there adequate clerical or administrative support for this program?	**Yes**	Administrative support is required by program accreditation guidelines (Committee on Dental Accreditation)
2. Are there sufficient college and departmental computer labs available to support this program?	**Yes**	The program teaches tutorials on a dental business software using the Biology & Health Sciences Computer Lab Room 8401 in Winter and Spring quarter.
3. Are the library and media resources provided by the college sufficient to support up-to-date program instruction?	**Yes**	A library orientation is arranged each fall. Program accreditation site visits have found the library resources to be acceptable.
4. Are adequate services provided in compliance with program needs for meeting health and safety guidelines?	**Yes**	Plant services and the risk management department takes care of OSHA and other compliance needs.
5. Are the custodial services to this program in compliance with program needs for meeting health and safety guidelines?	No	The trash is not picked up until the next day. Rats and dumpster diving squirrels are seen frequently. A rat chased me the other day.
6. Are accommodations for students with disabilities adequate, including alternative media, testing, and tutorial?	**Yes**	
7. Are general tutorial services adequate?	No	N/A The program does not offer tutoring for core classes.
8. Are academic counseling and advising services available and/or adequate to support students enrolled in the program?	**Maybe**	A program specific counselor would be helpful.
9. Do students have access to and can they effectively use appropriate information resources?	**Yes**	
10. Specifically related to distance learning, do you have appropriate faculty support services and/or effective training for faculty teaching online?	**Yes**	

Marketing & Outreach

11. What impact do you feel the college catalog, class schedule, and online schedule of classes have on marketing your program? Does the marketing accurately reflect your program, requirements, and services available?	The catalog and schedule publish the program classes accurately.
12. What impact does the college or departmental website have on marketing your program?	The website is very important in marketing the program.
13. Is there any additional assistance from marketing that would benefit your program? If yes, explain.	Make the program website more easy to find from the Foothill Home Page Continue marketing the DA program & others as well. The public still is not aware of what we have to offer & how excellent, yet affordable our programs are. It is important that marketing point out the difference between our programs & private, for profit programs.
14. If you were to collaborate with the Outreach staff, what activities would be beneficial in reaching new students?	Outreach going to high schools and career fairs to promote our program and then to collaborate on program preview nights.
Programs, clubs, organizations, and special activities for students	
15. List the clubs that are designed specifically for students in this program. Describe their significant accomplishments.	
16. List any awards, honors, scholarships, or other notable accomplishments of students in this program.	*Allied Dental Health Student Scholarship* –awarded to 1-2 program students each year.
Summary of Planning Goals and Action Plans	
17. What are your goals with respect to support services and how will those goals be measured?	A designated academic counselor is ideal. Brenda Johnson has provided our students & applicants with the highest level of counseling advice. Continuing a division program coordinator, Kerry West, is also invaluable for potential applicants to all the allied health programs. The best measurement of success is the number of students who have counseling appointments and the number of applicants to programs.
18. Are additional resources needed to accomplish your support services goals? If yes, identify the resource, as well as the purpose and rationale for each resource.	

Identified Resource	Purpose	If requesting funding, provide a rationale for how each request **supports one or more college strategic initiative and/or supports student learning.**

Time	Faculty Training	Student Success: Faculty need training in online courses.	
Time	11th month for program director	Access: For applicants who apply for the program over the summer months	
Funding for faculty development	Faculty Training	Compliance with CODA accreditation standards. Supports student learning & career preparation. Supports Strategic Initiative 1: student success. Supports Strategic Initiative 2: community & collaboration Supports Strategic Initiative 3: nontraditional	
Increase director release time.	The director is responsible for numerous duties including: curriculum & SLOs for 21 courses, CODA accreditation annual reports, college reports, clinical internships, organize advisory board members & meetings, DA department scheduling, budgeting, DA application process & admissions, program orientations, faculty meetings, director meetings, student counseling, and many other duties. The release time should be 50% of a full time load to be adequate. Also, maintain DA program integrity & reputation for excellence.	Compliance with CODA accreditation standards. Supports student learning & career preparation. Supports Strategic Initiative 1: student success. Supports Strategic Initiative 2: community & collaboration Supports Strategic Initiative 3: nontraditional outreach	
Funding for marketing	The program needs brochures and other marketing materials to be competitive with other similar programs.	Supports Strategic Initiative 1: student success. Supports Strategic Initiative 2: community & collaboration Supports Strategic Initiative 3: nontraditional outreach	

VIII. Career and Technical Education Programs		
Response to Labor Market Demand		
1. How does your program meet labor market demand? Cite specific examples and sources.	Students are surveyed upon graduation whether they were offered a job while attending the program. 2007 graduates - 93% offered jobs while in the program 2008 graduates – 60% 2009 graduates– 41% 2010 graduates– 50% The US Bureau of Labor Statistics Employment estimate a growth of 29 percent for dental assistants.	
2. Given the number of enrollments projected for the program and necessary to support the program, are there enough openings locally to permit placement of the expected number of graduates?	Not all students who graduate enter the workforce and work full-time. Over 50% of the graduates will: 1. go back to school full-time to pursue advanced education 2. go back to school and work part-time	
3. Has the job market been: declining slowly? steady? growing slowly? growing rapidly? newly emerging?	Currently in California there are 46,690 dental assistants. The job market right now is unstable. It is following a trend we observed with the dot-com collapse. Right now the economy is bad so people are delaying elective and preventive dental care so the job market is slow at the present moment. As the economy improves, the job market will improve.	
4. What is the average starting salary a student can expect to make after completing a certificate or degree?	The average salary can vary from city to city. The average starting salary is between $18-25/hour not including benefits.	
5. What is the projected average percentage of salary increase in 2 years? 4 years?	The average percent of salary increase typically includes COLA and is expected to max out at $30 an hour.	
Response to Program Credibility/Viability		
6. If advanced degrees are typically needed for career advancement, will the courses required for this program transfer towards completion of the requirements for those degrees?	N/A	
7. If yes, are the courses in your program aligned and/or articulated with the four-year institutions.	N/A – The program targets high school graduates and often takes students who have just graduated from high school.	

8. Will this preparation permit students to stay current in their field? Does the program teach basic principles and theory, as well as applications? Is it current? Is it of sufficient rigor to assure the capacity to continue to follow the literature and learn new techniques? Is it of sufficient generality to allow for later shifts in career?	One of the program goals is to teach lifelong learning. Many students continue with their education for advancement. Our program often teaches the student the skills necessary for college. Since the field often changes with newer materials and equipment the students understand the need to take continuing education to further their knowledge base.
9. Does this preparation provide a significant secondary expertise to primary careers? If yes, explain the purpose of the training – is it designed primarily or in part to meet the needs of those already employed for upward mobility, entrepreneurship, or other career upgrade?	This is an entry level program is to provide a solid foundation in a short 10 months.
10. Describe any pre-collegiate or noncredit pathways that exist to direct students into the program?	N/A
11. How does this program prepare students for competitive employment?	The students work on a portfolio as their capstone project. The portfolio consists of individual student work, x-rays, resume, cover letter, projects, papers, and certificates. No other program in the area has students doing a project like this to present to future employers.
Advisory Board	
12. List your advisory board members. The list of advisory board members should include their job titles as well as their affiliations, and an accompanying explanation should make clear that the professionals on this committee represent those within the industry who would hire graduates of a proposed CTE program.	The advisory board members consist of members of the community which include private practice dentists, dental hygienists, dental assistants. The advisory board also invites liaisons and executive officers of local dental, dental hygiene and dental assisting professional organizations as well as representatives of clinical intern rotations. A list will be provided upon request.
13. List the dates and number of members attending of your most recent advisory board meetings.	The advisory board requests to meet once a year. The meetings are the last Wed of October. The October 2010 meeting had 31 members present.

14. What have been the major outcomes of your advisory board meetings? Of those outcomes, which have been acted upon, and what is your plan of action with regard to other outcomes discussed?	The members of the advisory board have been active in volunteering in a variety of ways in the program most often as guest speakers. Dentists on the advisory board are often dentists who oversee externs during the Spring quarter. The advisory board members give the program valuable feedback concerning the quality of the student externs and any areas of excellence or deficiencies.	
	Program Accreditation	
15. Is this program subject to approval by specialized state, regional, or national accrediting agencies?	The program is accredited by the American Dental Association every 7 years under the Committee on Dental Accreditation. The last site visit was 2004. The next site visit is 2011. We are currently writing our self-study.	
16. What is the program's accreditation status?	The program is actively accredited.	
17. Indicate recommendations of the most recent accreditation evaluation of the program and corrective actions taken or planned. Most recent accreditation report and all additional pertinent documentation and explanations should be available on site for consultant review.	There were two recommendations from the last accreditation site visit. The first recommendation was the need for sufficient staff support. A 12 month full-time classified staff member has been hired to fulfill that recommendation. The second recommendation was that the faculty hired after 1997 had to get their Certified Dental Assisting national certification which was fulfilled within a year following the site visit.	

18. Provide a brief analysis of student performance on licensure or board exams on first attempt.	RDA Written Exam 2008
	  Foothill College 95% Overall state average 64%
	  RDA schools 82%
	RDA Practical Exam
	  Foothill DA students: August 2006-April 2010 96.7% pass rate. California state OJT pass rate for that time is 81.%. California state ADA accredited programs 78% and California RDA schools is 83%.
	The graduates of the program perform much better than the state average on both written and practical examinations.
	
	The pass rate for the program for the written exam is currently only available from June 2008 to November 2008. The pass rate is 95% (20 students pass/1 student fail). The pass rate for the state ranges from 46.3% passing to the highest average of 68.5%.	

19. What indicators does your program use to determine success of our students after completion?	A graduate survey is mailed out six months after graduation. Passing of state licensure exams, employment or pursuing advanced education are what the program uses to measure success.
20. Does your program survey employers for satisfaction of our students who have earned a degree/certificate? Provide brief analysis of employer satisfaction.	Employer surveys sent out six months after graduation indicate that the dentists are either very satisfied or satisfied with their dental assistant. No dentist employer has indicated dissatisfaction.
21. Does the department's analysis of labor market demand, advisory board recommendations, and accreditation status (if applicable) reflect the data?	Yes, the data match the market demand. The members of the advisory board has high regards for the program, the graduates perform well on board exams and the dentist employers are satisfied.
22. Have any/all issues been identified in the program plan and are they adequately addressed with appropriate action plans? Explain.	Yes, the most critical need is for equipment, materials and training for the new duties put into statute by the state for dental assistants.

Summary of Planning Goals and Action Plans

23. What are your 4-year goals based on areas identified in the Career and Technical Education section of the program plan and how will those goals be measured?	Continue to graduate students of high caliber who can choose to work or pursue advanced education.

24. Are additional resources needed to accomplish career and technical education goals? If yes, identify the resource, as well as the purpose and rationale for each resource.		

Identified Resource	Purpose	If requesting funding, provide a rationale for how each request **supports one or more college strategic initiative and/or supports student learning.**
Equipment and materials	To teach allowable duties for dental assistants to minimal laboratory or clinical competency.	Access: Dental assistants must learn allowable duties which increases their value to their dentist employers. Collaboration: The Faculty meet regularly to decide how to update or revise the curriculum.
Funding for faculty development	Faculty Training	Compliance with CODA accreditation standards. Supports student learning & career preparation. Supports Strategic Initiative 1: student success. Supports Strategic Initiative 2: community & collaboration Supports Strategic Initiative 3: nontraditional

Increase director release time.	The director is responsible for numerous duties including: curriculum & SLOs for 21 courses, CODA accreditation annual reports, college reports, clinical internships, organize advisory board members & meetings, DA department scheduling, budgeting, DA application process & admissions, program orientations, faculty meetings, director meetings, student counseling, and many other duties. The release time should be 50% of a full time load to be adequate. Also, maintain DA program integrity & reputation for excellence.	Compliance with CODA accreditation standards. Supports student learning & career preparation. Supports Strategic Initiative 1: student success. Supports Strategic Initiative 2: community & collaboration Supports Strategic Initiative 3: nontraditional outreach	

Additional Information
Not all students accepted in the program complete the program. The two most common reasons for student attrition can be attributed to academic dismissal or personal reasons for leaving.

Program graduation statistics

Year	Enrolled in Sept.	Graduated	Percent
2006	27	24	89%
2007	27	26	96%
2008	29	20	69%
2009	27	23	85%
2010	28	22	79%

IX. Resource Planning: Personnel, Technology, Facilities, and Budget

Faculty		
1. How does your PT/FT ratio impact the program?	We have a good balance of PT/FT ratio.	
2. What staffing needs do you anticipate over the next four years. (Consider: retirements, PDL, reassigned time, turnover, growth or reduction of the program)	The faculty will be stable over the next four years unless there is unexpected illness or retirement.	
Classified Staff		
3. What staffing needs do you anticipate over the next four years. (Consider: retirements, PDL, reassigned time, turnover, growth or reduction of the program)	The staffing should be stable over the next four years	
Technology and Equipment		
4. Are the existing equipment and supplies adequate for meeting the needs of the instructional program?	There is insufficient equipment and supplies to teach the allowable duties to minimal laboratory or clinical competency.	
5. Do you have adequate resources to support ADA needs in your physical and/or online courses and classrooms?	There are no ADA needs identified at this time.	
6. Is the technology used in your distance education courses appropriate to the nature and objectives of your courses? Please explain how it is appropriate or what changes are underway to make it appropriate. Explain.	The technology is appropriate for the distance education courses.	
Technology & Equipment Definitions		

- **Non-instructional Equipment and Supplies:** includes equipment for "office use" that is non-instructional and that is not used in a lab or classroom – it includes non-programmatic equipment for individual instructors and staff, such as a desktop computer for office use. Desktop technology (computers, printers, scanners, faxes) and software requests are processed through your Dean or Director.

- **Instructional Equipment and Supplies:** includes technology, software, and supplies used in courses or labs, including occupational program equipment. Instructional program equipment requests are prioritized by the department and then by the Dean or Director.

- **Durable Equipment and Furniture:** includes non-instructional, non-technology equipment (chairs, tables, filing cabinets, vehicles, etc.) necessary to improve the operational functioning of the program/department.

- **Note:** It is recommended that divisions perform and maintain an inventory of all their technology and equipment.

Facilities

7. Are your facilities accessible to students with disabilities?	The facilities were remodeled in the last two years with ADA in mind.
8. List needs for upgrades for existing spaces	The floor in the classroom (5301) was not sealed properly and should be replaced.
9. List any new spaces that are needed	None at this time.
10. Identify any long-term maintenance needs.	The dental programs clinic, computers and software will all need long-term maintenance.
11. Are available general use facilities, such as classrooms, laboratories, and faculty office/work space adequate to support the program? Please explain.	The classroom space is small for the program classes.
12. Are work orders, repairs, and support from district maintenance adequate and timely? Please explain.	The district is timely in maintenance and repair requests.
Budget	
13. Are the A-budget and B-budget allocations sufficient to meet student needs in your department?	The B budget limits the program to $12/student per month. This is not sufficient to purchase the materials and equipment needed to train the students.
14. Describe areas where your budget may be inadequate to fulfill program goals and mission.	Success: Students cannot be successful if they cannot mix or practice with the proper equipment or materials. Or if the materials or equipment is not available. The quality of students will suffer as well as being able to address the various needs of students with learning disabilities or different learning modalities.
15. Are there ways to use existing funds differently within your department to meet changing needs?	The program has to purchase specific materials to be used each year by the students. There are no other existing funds other than lottery and materials fees to offset the deficiency in the B budget.
Summary of Planning Goals and Action Plans	
16. What are your goals with respect to resource planning and how will those goals be measured?	The goals of the program are to be able to teach the allowable duties specified by the Dental Practice Act. The goals will be measured by the outcomes assessments normally administered to the students, graduates and employers.
17. Are additional resources needed to accomplish your resource planning goals? If yes, identify the resource, as well as the purpose and rationale for each resource.	

Identified Resource	Purpose	If requesting funding, provide a rationale for how each request **supports one or more college strategic initiative and/or supports student learning.**

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Equipment and materials	To teach new allowable duties for dental assistants.	Access: Dental assistants must learn allowable duties which increases their value to their dentist employers. Collaboration: The Faculty meet regularly to decide how to update or revise the current curriculum.	
Funding for faculty development	Faculty Training	Compliance with CODA accreditation standards. Supports student learning & career preparation. Supports Strategic Initiative 1: student success. Supports Strategic Initiative 2: community & collaboration Supports Strategic Initiative 3: nontraditional	
Increase director release time.	The director is responsible for numerous duties including: curriculum & SLOs for 21 courses, CODA accreditation annual reports, college reports, clinical internships, organize advisory board members & meetings, DA department scheduling, budgeting, DA application process & admissions, program orientations, faculty meetings, director meetings, student counseling, and many other duties. The release time should be 50% of a full time load to be adequate. Also, maintain DA program integrity & reputation for excellence.	Compliance with CODA accreditation standards. Supports student learning & career preparation. Supports Strategic Initiative 1: student success. Supports Strategic Initiative 2: community & collaboration Supports Strategic Initiative 3: nontraditional outreach	

X. Final Summary of Goals, Commitments to Action, and Resource Requests

1. Upon review of this program plan, provide a comprehensive summary of goals <u>met or in progress</u> and resources awarded from the previous program plan.

The dental assisting program is a entry level program which graduates students who can either work, continue with advanced learning or do a combination of both. The students learn basic and higher level skills to become a licensed dental healthcare provider in a steadily growing field. The program continues to strive to attract students from a wide range of socioeconomic, cultural, ethnic and other backgrounds with a policy that reflects the College's philosophy of "equal opportunity for all". The program strives to teach up-to-date materials and equipment utilized in a rapidly changing technologically challenging field.

Goal /Purpose - Met or In Progress	Resource(s) Awarded	Related Learning Outcomes	Related Strategic Initiative or Core Mission
New allowable duties taught didactically	None.		Compliance with California state Dental Practice Act. Supports student learning & career preparation. Supports Strategic Initiative 1: student success. Supports Strategic Initiative 2: community & collaboration Supports Strategic Initiative 3: nontraditional
Dental Assisting self-study accreditation document 1700 pages completed	None. Program director worked 4-5 days/week unpaid during months of July and August.		Compliance with CODA accreditation standards. Supports student learning & career preparation. Supports Strategic Initiative 1: student success. Supports Strategic Initiative 2: community & collaboration Supports Strategic Initiative 3: nontraditional

2. Upon review of this program plan, provide a summary of <u>current or continuing</u> goals and resources needed.

Note: If you are requesting resources this year, these items have to be included in your current program review. If you want the college to understand your full range of need, list every current and upcoming resource need in this section.

Goal/Purpose – Current or Continuing	Resource(s) Requested (Costs need to be included)	Related Learning Outcomes	Related Strategic Initiative or Core Mission
Teach allowable duties to minimal laboratory and/or clinical competency	$51,836 See below for equipment and increase in B budget request	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. • *Communication* • *Computation* • *Critical Thinking* • *Community and Global Consciousness*	Compliance with Dental Practice Act and accreditation standards. Supports student learning & career preparation. Supports Strategic Initiative 1: student success. Supports Strategic Initiative 2: community & collaboration Supports Strategic Initiative 3: nontraditional outreach
Funding for faculty development	*$2,000*	*Same as above*	*Same as above*
Increase director reassigned time (50%)	$25,000	*Same as above*	Same as above
FTEF for communication course	.0222 requested	Same as above	Same as above
X-ray software	None – contract pending	Same as above	Same as above
Marketing materials	*$2,000*	Same as above	Same as above

Supervising Administrator Signature	*Completion Date*

Item	Purpose	Rationale	Cost	Initiative	Year
Director reassigned time (50%)	Need adequate reassigned time	Student success	25,000	1, 2, 3	ongoing
Increase in B budget	Need adequate materials	Student success	$4,000	1, 2, 3	ongoing
Faculty development	Conference funding	Accreditation	$2,000	1, 2, 3	ongoing
End Tidal CO_2 monitor	New mandated duties	Accreditation	$5,000	1, 2, 3	2010
Noninvasive Blood Pressure Monitor	New mandated duties	Accreditation	$900	1, 2, 3	2010
Rythym Simulator	New mandated duties	Accreditation	$2,000	1, 2, 3	2010
Midwest Caries Detection Handpiece (5)	New mandated duties	Accreditation	$6,000	1, 2, 3	2010
Occlusal Probes (24 @ $289)	New mandated duties	Accreditation	$6,936	1, 2, 3	2010
Provisional tooth models (15)	New mandated duties	Accreditation	$3,000	1, 2, 3	2010
Facebow equipment	New mandated duties	Student success	$11,000	1, 2, 3	2011
Caries and ortho typodont models	New mandated duties	Student success	$7,500	1, 2, 3	2010
Articulator	New mandated duties	Student success	$500	1, 2, 3	2011
x-ray processor	Replace equipment	Student success	$5,000	1, 2, 3	2010
Marketing materials	Need to be competitive	Student success	$2,000	1, 2, 3	2010
		TOTAL	$80,836		

Supervising Administrator Signature	
Completion Date	