College of San Mateo

**ANNUAL UPDATE
PROGRAM REVIEW &
PLANNING**
Form Approved 9/2/2008:
Governing Council
Revised: 2/21/2010

The Program Review process should serve as a mechanism for the assessment of performance that recognizes and acknowledges good performance and academic excellence, improves the quality of instruction and services, updates programs and services, and fosters self-renewal and self-study. Further, it should provide for the identification of weak performance and assist programs in achieving needed improvement. Finally, program review should be seen as a component of campus planning that will not only lead to better utilization of existing resources, but also lead to increased quality of instruction and service. A major function of program review should be to monitor and pursue the congruence between the goals and priorities of the college and the actual practices in the program or service.

~Academic Senate for California Community Colleges

INSTRUCTIONS

This *Annual Update for Program Review and Planning* is due each year that your *Comprehensive Program Review and Planning* report is not due.

(For information about program review cycles, see Instructional and Student Services program review rotation schedules posted online in their respective sections of the program review webpage: http://collegeofsanmateo.edu/prie/program_review/program_review.php)

Resources for Supporting Documentation:
A listing of resources and documents which provide data or information for each section is included at the end of this document, after the final signature page. These resources are posted online and their URLs are listed at the end of this document.

(You may delete this section, when you submit your final program review.)

Next Steps:
All *Annual* and *Comprehensive Program Review and Planning* reports are due March 25, 2010. This date is aligned with CSM's *Integrated Planning Calendar.*
(See: http://collegeofsanmateo.edu/prie/institutional_documents.php.)

Upon its completion, please email this *Program Review and Planning* report to the Vice President of Instruction, the Vice President of Student Services, the appropriate division dean, the CSM Academic Senate President, and the Dean of Planning, Research, and Institutional Effectiveness (PRIE).

Diana Bennett, Academic Senate President, bennettd@smccd.edu
Susan Estes, Vice President of Instruction, estes@smccd.edu
Jennifer Hughes, Vice Prsident of Student Services, hughesj@smccd.edu
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DEPARTMENT OR PROGRAM: Dental Assisting Program

DIVISION: Math/Science Division

1.   **BRIEF DESCRIPTION OF PROGRAM:**

The College of San Mateo Dental Assisting Program is an open access, no pre-requisite, career technical education (CTE) program. This Program has served the community for over 55 years. There are 14 core courses in Dental Assisting that move at a rapid pace. The student may achieve a Certificate of Achievement (CA) and/or an Associates in Science degree(AS) in Dental Assisting. Students are able to take the Program full time or part time which allows them to enter the workforce with 2 semesters of training. Students are eligible to sit for the Certified Dental Assistant (CDA) Examination (National) and the Registered Dental Assistant (RDA) Examination (State) upon successful completion of the certificate requirements. The Program is accredited through, and in good standing with, the American Dental Associations Commission on Dental Accreditation (ADA/CODA) and is a RDA approved Program through the State of California.

2.   **Based on the elements in your *Core Program and Student Success Indicators* (provided by PRIE for each program) and the goals stated in your most recent Program Review, please identify any key successes and challenges.**

WSCH, FTES, LOAD for Dental Assisting Program:

FALL SEMESTERS	2007	2008	2009
WSCH:	865.06	777.6	992.53
FTES:	28.8	25.9	33.1
LOAD:	379	339	411

SPRING SEMESTERS	2008	2009	2010
WSCH:	400.51	396.5	527.36
FTES:	13.4	13.2	17.6
LOAD:	239	226	267

The Dental Assisting Program has experienced enrollment growth and increased Program demand since Fall of 2007 even during these difficult budget years. Dental Assisting has had a history of enrollment fluctuations in the past, but has been on a steadily increasing climb in recent years as reflected by the data above. With student demand over the normal capacity of the Program, faculty accepted additional students. Due to the increase in the number of students and the consistent FTE, LOAD has also risen during most of this time period. Because the program is required to have one instructor for every 10 or 15 students,

the LOAD will never reach high efficiency levels. Despite this limitation, the program has been attracting students while producing qualified dental assistants for the community. The Dental Assisting Program has no prerequisites to enrollment and often encounters students who are not prepared for the college atmosphere, who are experiencing many life issues or who do not maintain a successful grade point average to continue into the Spring Semester. Despite these challenges, the program maintains a retention rate of 80-97% and a success rate of 75-93% in the Fall semesters 2007-2009; and a 93-98% retention rate and a 91-97% success rate in the Spring semesters 2008-2010. The Program firmly believes with the economy the way it has been that enrollments and demand for the Program will increase in the next several years. However, the Program is still limited on the number of students that can be enrolled due to the Program's ADA/CODA Accreditation ratios.

3. **Are you on track for meeting the goals/targets that your program identified in its most recent Program Review? If not, please explain possible reasons why. If needed, update your goal/targets based on these reasons.**

   The Dental Assisting Program has been able to meet the goals set for itself over the last several years.
   1. The Program has identified, tracked, measured, assessed, collected data, and maintains records for SLO's for each class offered. All SLO's for Dental Assisting have been entered into TracDat where faculty can now go to update their results following each assessment cycle.
   2. The Dental Assisting Program has successfully moved into Bldg 5 Health and Wellness and faculty have received training on new equipment and updated teaching tools.
   3. The Dental Assisting Program has maintained a student pass rate on the RDA examination above the State average. The last available report from the Dental Board of California lists the following information: College of San Mateo's current pass rate for the written section of the RDA is: 89.9% while the state average pass rate is: 47%. College of San Mateo's current pass rate for the practical section of the RDA is: 83.3% while the state average pass rate is: 68%. The Program will continue to strive for higher pass rates in each section to make our students competitive in the workforce and more desirable employees.
   4. The Dental Assisting Faculty has been regularly attending California Association of Dental Assisting Teachers (CADAT) annual conferences and other events sponsored by CADAT each year.

4. **Have you identified any new goals or projects for the program to focus on during this next year? Please explain (grants, stipends, initiatives, etc.).**

   The Program's focus for the end of 2010 will be on ADA/CODA accreditation. The Program directors and faculty have recently started the self-study report due by September 1, 2010 at CODA headquarters in Chicago. In November, the Commissions site visiting team will be on campus to review the Program. Additionally, the Program

continues to entertain the idea of a Continuing Dental Education Program for the community. There are numerous alumni of the Dental Assisting Program in this area, who are existing licensees, in need of continuing education in related aspects of dental assisting. This would be a wonderful service to the community and fiscally beneficial to the current Dental Assisting Program.

5.   **Are there any critical issues you expect to face in the coming year? How will you address those challenges?**

The Dental Assisting Program, like others on campus, expects to face monetary challenges in the coming year. The Program is supported by VTEA funds which were slightly decreased last year. We expect an additional decrease to funding again this year simply due the budget constraints being faced all over the State of California. The Dental Assisting Program luckily finds itself in a new facility with new equipment. The Program has faced this before and knows how to "do more with less". Additionally, the Program plans to stock up on some crucial supplies needed for clinical instruction.

6.   **STUDENT LEARNING OUTCOMES (SLOs) AND ASSESSMENT FOCUS FOR THIS YEAR:**

   a.   **Academic areas: Identify at least one course SLO on which to focus. Describe the assessment strategies you will use and your method of reflection and documentation for this cycle.**

The Dental Assisting Program has included the course SLO templates for DENT 740 Chairside Assisting I (offered in the Fall) and DENT 742 Chairside Assisting II (offered in the Spring) as samples of how SLO records are maintained. They can be found at the end of this Program Review document. Each Dental Assisting course offered has SLO's written, assessment tools identified, and faculty are currently assessing. Courses are updated regularly in TracDat as assessment results are collected. Please refer to TracDat to see all Dental Assisting course SLO's.

   b.   Student services areas: TBD

7.   **SUMMARY OF RESOURCES NEEDED TO REACH PROGRAM ACTION STEPS**
        (Data resources: Educational Master Plan, 2008, Institutional Priorities, 2008-2011, College Index, 2009-2010, GE-SLOs, SLOs; department records; Core Program and Student Success Indicators; previous Program Review and Planning reports)

   a.   In the matrices below, itemize the resources needed to reach program action steps and describe the expected outcomes for program improvement.* Specifically, describe the potential outcomes of receiving these resources and the programmatic impact if the requested resources cannot be granted.

        Note: Whenever possible, requests should stem from assessment of SLOs and the resulting program changes or plans. Ideally, SLOs are assessed, the assessments lead to planning, and the resources requested link directly to those plans.

Full-Time Faculty Positions Requested	Expected Outcomes if Granted and Expected Impact if Not Granted	If applicable, <u>briefly</u> indicate how the requested resources will link to achieving department action steps based on SLO assessment.
No requests at this time	N/A	N/A

Classified Positions Requested	Expected Outcomes if Granted and Expected Impact if Not Granted	If applicable, <u>briefly</u> indicate how the requested resources will link to achieving department action steps based on SLO assessment.
The Dental Assisting Program submitted a Lab Tech position request in relation to Measure G funding in early Fall. We hope to have this position granted. We currently have a classified position acquired via managed hiring.	N/A	N/A

    b. For instructional resources including equipment and materials, please list the exact items you want to acquire and the total costs, including tax, shipping, and handling. Include items used for <u>instruction</u> (such as computers, furniture for labs and centers) and all materials designed for use by students and instructors as a learning resource (such as lab equipment, books, CDs, technology-based materials, educational software, tests, non-printed materials). Add rows to the tables as necessary. If you have questions as to the specificity required, please consult with your division dean. Please list by priority.

Resources Requested	Expected Outcomes if Granted and Expected Impact if Not Granted	If applicable, <u>briefly</u> indicate how the requested resources will link to achieving department action steps based on SLO assessment.
Item: iPad 16GB Wi-Fi **Number:** 30 **Vendor:** Apple Products **Unit price:** $479.00 **Total Cost:** $14,370.00 **Status*:** New	The Dental Assisting students would be able to easily visit our newly acquired NorthStar Learning site (a State and National examination preparation site). Instructors could guide students more easily through the site and also have students participate in their own screen during class. The iPads would be used in every course in the Program for interactive use as there are	DENT 716 Office Procedures is where instruction in Dental computer software for front office skills is taught. SLO #6 states: Demonstrate billing of dental charges to an insurance company using an attending dentist's statement. This SLO was evaluated in Dec 2010 and the outcome was not as desirable as hoped by the Program: 62% assessment tool result. The students spend 2 hours once per week with the

	many sites that offer dental education information. Students would more readily practice with Dentrix Dental Software in class. The Dental Assisting Program does have students with no access to computers at home. Assignments and coursework can be done with a partner in the classroom environment with instructor supervision.	software in the computer lab. However, the faculty firmly believes that if the software were easier to access for the students in a supervised classroom environment, the outcomes would be improved. Additionally, this request aligns with the Programmatic goal of maintaining a higher than average pass rate on the State RDA Examinations.
Item: Bretford Power Sync Cart for iPad **Number:** 1 **Vendor:** Apple Products **Unit price:** $2,599.95 **Total Cost:** $2,599.95 **Status*:** New	This cart will store, sync, and secure the iPads. This would be needed as a means of transporting the iPads to and from the classrooms while ensuring they do not sustain damage.	Tied with above rationale. Proposal hardcopy available from Apple.

**Status = New, Upgrade, Replacement, Maintenance or Repair.*

8.   PROGRAM REVIEW PARTICIPANTS AND SIGNATURES

Date of this *Annual Update for Program Review and Planning* evaluation:

Please list the department's *Annual Update for Program Review and Planning* report team <u>as appropriate:</u>

Primary program contact person: Colleen Kirby-Banas
Phone and email address: 650 574-6211 kirbyc@smccd.edu
Full-time faculty: Audrey Behrens, reviewer
Part-time faculty:
Administrators:
Classified staff:
Students:

Colleen Kirby-Banas CDA, RDAEF, BS, MS   02-28-11
_____   _____
Primary Program Contact Person's Signature   *Date*

_____   _____
Full-time Faculty's Signature   *Date*

_____   _____
Part-time Faculty's Signature   *Date*
                                    (as appropriate)

_____   _____
Administrator's Signature   *Date*
                                    (as appropriate)

_____   _____
Classified Staff Person's Signature   *Date*
                                    (as appropriate)

_____   _____
Student's Signature   *Date*
                                    (as appropriate)

_____   _____
Dean's Signature   *Date*

Annual Program Review
RESOURCES FOR SUPPORTING DOCUMENTATION

This section contains a listing of sources for data and key documents referred to in this *Annual Update* along with other resources. Contact information for relevant people is also included.

Academic Senate
http://www.collegeofsanmateo.edu/academicsenate/
Contact: csmacademicsenate@smccd.edu
Diana Bennett, President, bennettd@smccd.edu, (650) 358-6769

College Catalogs and College Class Schedules are archived online:
http://collegeofsanmateo.edu/schedule/archive.asp

Course Outlines are found at:
http://collegeofsanmateo.edu/articulation/outlines.asp

Committee on Instruction
http://www.smccd.net/accounts/csmcoi
Contact: Laura Demsetz, Chair, demsetz@smccd.edu, (650) 574-6617.

Program Review Resources (includes forms, data, and completed program reviews for both
　　instructional and student services program review)
*Core Program and Student Success Indicators (see links for "Quantitative Data for Instructional
　　Programs")*
Distance Education Program Review Data
Glossary of Terms for Program Review
Listing of Programs Receiving Program Review Data from PRIE
Rotation Schedule for Instructional Program Review, 2008-2014
http://collegeofsanmateo.edu/prie/program_review/program_review.php

Office of Planning, Research, and Institutional Effectiveness (PRIE)
http://collegeofsanmateo.edu/prie/
Contact: John Sewart, Dean, sewart@smccd.edu, (650) 574-6196
Contact: Milla McConnell-Tuite, Coordinator, mcconnell@smccd.edu, (650)574-6699

At PRIE Website:
College Index, 2009-2010, http://collegeofsanmateo.edu/prie/institutional_documents.php
Comprehensive Listing of Indicators and Measures, 2009-2010
　　http://collegeofsanmateo.edu/prie/institutional_documents.php
Division/Department Workplans, Spring 2009 (only)
　　http://collegeofsanmateo.edu/prie/institutional_documents.php
Educational Master Plan, 2008, http://collegeofsanmateo.edu/prie/emp.php
Institutional Priorities, 2008-2011
　　http://collegeofsanmateo.edu/prie/institutional_documents.php

Student Learning Outcomes (SLOs) website:
http://www.collegeofsanmateo.edu/sloac/
Contact: Frederick Gaines, Interim SLO Coordinator, gainesf@smccd.edu, (650)574-6183

2010-2011 CSM Course SLO Form

Course Name: Dent 740 Chairside I

Course Mission/Purpose: to prepare student for a career in Clinical dental assisting with skills and techniques

Step 1. Student Learning Outcome(s) Defined (what students will learn, know, do or value at course end)	Step 2. Assessment Tool/ Measurement Instrument (identify methodology or tool for collection of evidence of learning e.g., pre/post tests, surveys, papers, anecdotal evidence, etc.)	Step 3. Assessment of SLO(s) (what were the assessment tool results e.g., raw data, scores, etc.?)	Step 4. Timelines/ Term Assessed (list dates when assessment tool will be administered and assessment data will be collected and analyzed)	Step 5. Analyze/Evaluate Assessment Results (identify who will review and analyze data from tests, surveys, etc. What do the measurement results reveal in relation to the learning outcome?)	Step 6. Recommendation/ Action (using assessment results and analysis, what changes, if any, will be made to instruction methodologies or SLO assessment design? Or if SLO results positive, will a new SLO be identified?)
SLO #1: Demonstrate ability to identify & assemble anesthetic materials & syringes	Competency from Modern Dental Assisting Student Workbook on anesthetic materials & syringe assembly	95% assessment tool results	November 2008	Instructor of course reviewed & analyzed data The measurement results reveal a successful student learning outcome.	This skill is taught in multiple courses within the program. More repetition along with additional labeling exercises will be offered to the students. This SLO will continue to be assessed in accordance with ADA accreditation standards and guidelines.
SLO #2: List the steps in the 5 main dental procedures, amalgam, Anterior Composite, Posterior Composite, Crown & Bridge, & Endo	Second section on Fall Final is dedicated to placing procedure steps in correct order. Will use this section to assess this SLO	95% assessment tool results	December 2008 following Dent 740 Fall Final	Instructor of course reviewed & analyzed data. The measurement results reveal a successful student learning outcome.	The instructor will continue to offer weekly review quizzes of each procedure along with additional worksheets based on placing the procedure steps in the correct sequence. This SLO will continue be assessed in accordance with ADA accreditation standards and guidelines.
SLO #3:	Competencies' from Modern	88% assessment tool	Fall 2009	Course instructor reviewed &	This skill is taught in multiple

				analyzed the data.	courses within the program. More repetition along with additional lab exercises will be offered to the students. This SLO will continue to be assessed in accordance with ADA accreditation standards and guidelines.
Demonstrate four handed dentistry techniques	Dental Assisting Student Workbook on Four handed Techniques	results		The measurement results reveal a SLO that requires more emphasis and practice for the students.	
SLO #4: Identify & utilize procedure specific dental instrumentation in a clinical setting	5 Practical exams, (one for each procedure) where students must identify the instrument & describe one use of the instrument in the specific procedure.	85% assessment tool result	Fall 2009	Course instructor reviewed & analyzed the data. The measurement results reveal a SLO that requires more emphasis and practice for the students.	This skill is taught in multiple courses within the program. More repetition along with additional lab exercises will be offered to the students. This SLO will continue to be assessed in accordance with ADA accreditation standards and guidelines.

SLO #5: Identify & demonstrate performing disinfection techniques in treatment rooms & sterilization procedures for instrumentation	2 Competencies from Modern Dental Assisting Student Workbook.	92% assessment tool result	Fall 2010	Instructor of course reviewed & analyzed data. The measurement results reveal a successful student learning outcome.	This skill is taught in multiple courses within the program. Continued repetition exercises will be offered to the students. This SLO will continue to be assessed in accordance with ADA accreditation standards and guidelines and State regulations.

SLO #6: Identify & treat patient medical emergencies in the dental office	Role playing situations demonstrated in class lab sections	98% assessment tool results	Fall 2010	Instructor of course reviewed & analyzed data. The measurement results reveal a successful student learning outcome.	This SLO will continue to be assessed in accordance with ADA accreditation standards and guidelines and State regulations.
SLO #7: Perform a group dental public health presentation to the class & community	Group Presentation in class re: OHI, Nutrition, & Dental Care; Group then presents to a school in the county.	97% assessment tool results	Fall 2010	Instructor of course reviewed & analyzed data. The measurement results reveal a successful student learning outcome.	This SLO will continue to be assessed in accordance with ADA accreditation standards and guidelines and State regulations.

2010-2011 CSM Course SLO Form

Course Name: Dent. 742 Chairside II

Course Mission/Purpose: to educate students further in more highly skilled chairside procedures and tasks.

Step 1. **Student Learning Outcome(s) Defined** (what students will learn, know, do or value at course end)	Step 2. **Assessment Tool/ Measurement Instrument** (identify methodology or tool for collection of evidence of learning e.g., pre/post tests, surveys, papers, anecdotal evidence, etc.)	Step 3. **Assessment of SLO(s)** (what were the assessment tool results e.g., raw data, scores, etc.?)	Step 4. Timelines/ **Term Assessed** (list dates when assessment tool will be administered and assessment data will be collected and analyzed)	Step 5. **Analyze/Evaluate Assessment Results** (identify who will review and analyze data from tests, surveys, etc. What do the measurement results reveal in relation to the learning outcome?)	Step 6. **Recommendation/ Action** (using assessment results and analysis, what changes, if any, will be made to instruction methodologies or SLO assessment design? Or if SLO results positive, will a new SLO be identified?)
SLO #1: Demonstrate the ability to describe each of the	Definition question from each of the 8 Specialty Block Tests	100% assessment tool result	Spring 2009 Data was collected	The course instructor analyzed the data.	Instructor will continue to teach each specialty in a block format. SLO proves

eight dental specialties	thru the semester		thru out the semester and analyzed at the end of May 2009.	The measurement results reveal a successful SLO	student is exposed to each specialty long enough to understand it. SLO will continue to be assessed due to ADA/CODA accreditation Standards.
SLO #2: Demonstrate the ability to identify specialized instrumentation for each of the eight dental specialties	Lab Practicals on each Specialty regarding instrumentation Student will identify which specialty the instrumentation matches; then identify the name & describe one function the instrument performs.	88% assessment tool result	Spring 2009 Data was collected thru out the semester and analyzed at the end of May 2009.	The course instructor analyzed the data. The measurement result reveals a moderately successful SLO	Instructor will spend additional lab time reviewing each specialty's instrumentation to try to achieve a higher percentage. SLO will continue to be assessed due to ADA/CODA Accreditation standards
SLO #3: Identify legally delegatable duties, including supervision levels, for a DA and RDA in California	Test on DA/RDA laws Students match the DA/RDA categories with the correct law in California	77% assessment tool result	Spring 2010 Data was collected and analyzed in May.	The course instructor analyzed the data. The measurement tool reveals a passing SLO, yet the course instructor wishes to see a stronger understanding.	Instructor will introduce the regulations earlier in the semester. SLO will continue to be assessed due to ADA/CODA Accreditation standards.
SLO #4: Demonstrate the ability to safely perform a coronal polish on a lab partner "patient"	Competency in lab sections from Modern Dental Assisting Student Workbook	94% assessment tool results	Spring 2010 Data was collected and analyzed	The course instructor will analyze the data The measurement tool reveals a successful SLO.	Instructor will continue current teaching methodologies for this subject. SLO will continue to be assessed due to ADA/CODA Accreditation standards and State of California regulations.
SLO #5: Demonstrate the ability to successfully fit an aluminum shell crown and make any necessary adjustments	Competency in lab sections from Modern Dental Assisting Student Workbook	To Be Determined	Spring 2011 Data will be collected in April and analyzed immediately	The course instructor will analyze the data To Be Determined	To Be Determined