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## Instructional Program Review

Program Name: **Dental Assisting**  
Program Contact: **LaRochelle, Beth**  
Academic Year: **2013-2014**  
Status: **Submitted**

### 1. Description of Program

Provide a brief description of the program and how it supports the college's [College Mission and Diversity Statements](#), [Institutional Priorities, 2008-2013](#), [5 in 5 College Strategies, Spring 2011](#), and other [Institutional Program Planning](#) as appropriate.

The Dental Assisting Program at College of San Mateo is a two semester program, accredited by the Commission on Dental Accreditation. The program provides a comprehensive education in preparation to take the California State Board exam to become a Registered Dental Assistant and the eligibility for the national board. Clinical experience is acquired at the University of the Pacific, Schools of Dentistry and in various private practice dental offices in San Mateo and surrounding counties.

The Dental Assisting program has developed an application process to ensure our support in the College's instructional priorities. Through utilizing a five week progress report process we are able to locate a student that is having difficulty and address that student's needs sooner. We have also utilized the many supportive programs on campus to ensure our students' success. This gives the students more needed support to succeed in our program. This process has reduced the attrition rate.

### 2. Student Learning and Program Data

#### A. Discuss Student Learning Outcomes Assessment

Reflect on recent SLO assessment results for courses and degrees and certificates offered by the program. Identify trends and discuss areas in need of improvement.

The recent SLO's for the dental assisting program are up to date and current. There are no trends or areas of needed improvement.

#### B. Student Success Indicators

1. Review [Student Success and Core Program Indicators](#) and discuss any differences in student success indicators across demographic variables. Also refer to the [College Index](#) and other relevant sections of the [Educational Master Plan: Update, 2012](#), e.g., Student Outcomes and Student Outcomes: Transfer. Basic Skills programs should also refer to [ARCC](#) data.

The Student Success indicators are consistent in the Dental Assisting Program across demographic variables

2. Discuss any differences in student success indicators across modes of delivery (on-campus versus distance education). Refer to [Delivery](#)

**Mode Course Comparison.**

The Dental Assisting Program mode of delivery is only on-campus at this time. Our success indicators do not include distance education because it is not applicable to our program at this time.

## C. Program Efficiency Indicators. Do we deliver programs efficiently given our resources?

Summarize trends in program efficiency as indicated in the **Student Success and Core Program Indicators** (LOAD, Full-time and Part-time FTEF, etc.)

Academic Year:	10-11	11-12	12-13
LOAD:	341.5	313.8	303.3
Full-time FTEF:	2.6	0.9	1.8
Adjunct FTEF:	1.7	3.5	2.6
Overload FTEF:	0	0	0
Retired FTEF:	0	0	0
Total FTEF:	60.3%	20.8%	41.1%
Success %:	91.7%	90.2%	93.2%
Retention %:	95.5%	95.7%	96.6%
Withdrawal %:	4.5%	4.3%	3.4%

**3. Additional Factors**

Discuss additional factors as applicable that impact the program, including changes in student populations, state-wide initiatives, transfer requirements, advisory committee recommendations, legal mandates, workforce development and employment opportunities, community needs. See **Institutional Research** as needed.

No additional factors that impact the program.

**4. Planning**

## A. Results of Program Plans and Actions

Describe results, including measurable outcomes, from plans and actions in recent program reviews.

The program recently purchased the CAD/CAM machine and are in transition from training faculty to implementing it into the program.

## B. Program Vision

What is the program's *vision* for sustaining and improving student learning and success over the next three years? Make connections to the [College Mission and Diversity Statements](#), [Institutional Priorities, 2008-2013](#), and other [Institutional Program Planning](#) as appropriate. Address discussion in the Student Learning and Program Data section: SLO assessment results and trends in student success indicators. **[Note:** Specific plans to be implemented in the next year should be entered in C of the Planning section. CTE programs must address changes in the context of completion and employment rates, anticipated labor demand, and any overlap with similar programs in the area as noted in D1 and D2 of the Career Technical Education section.]

The programs vision is to increase the educational level of the student giving them the competitive edge through knowledge and experience they need for gainful employment by increasing our technology aspect of dentistry

1. To guide future faculty and staff development initiatives, describe the professional activities that would be most effective in carrying out the program's vision to improve student learning and success.

The professional activities that would be most effective in the dental assisting program would be instruction on classroom management and leadership with an emphasis on pedagogy.

2. To guide future collaboration across student services, learning support centers, and instructional programs, describe the interactions that would help the program to improve student success.

The collaboration across student services has increased and has shown to be very beneficial to our students needing support. This communication will continue and increase as our students needs for support change with each class.

3. To guide the [Institutional Planning Budget Committee](#) (IPBC) in long-range planning, identify any major changes in resource needs anticipated during the next three years. Examples: faculty retirements, equipment obsolescence, space allocation.

See the Resource Requests section below to enter itemized resource requests for next year. Leave sections blank if no major changes are anticipated.

#### Faculty

The Dental Assisting program expects to face a shortage of dental assisting instructors. With faculty preparing for retirement in the next few years it will be critical that recruiting new faculty or promoting current dental assistant to look at teaching as a career option.

#### Equipment and Technology

The current equipment is just on the cusp of being out dated. Working in a constantly changing field we must keep our students current to be competitive in the current market. Equipment is stable and the need will be a variety software for current trends.

#### Instructional Materials

N/A

#### Classified Staff

N/A

Facilities

N/A
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C. Program Plans and Actions to Improve Student Success

Prioritize the plans to be carried out next year to sustain and improve student success. Briefly describe each plan and how it supports the **Institutional Priorities, 2008-2013**. For each plan, list actions and measurable outcomes. (Plans may extend beyond a single year.)

Develop new classes to address the change in patient populations, addressing cultural awareness, aging and elder care, and conflict resolution.
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<b>5. Resource Requests</b>
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Itemized Resource Requests

List the resources needed for ongoing program operation.

Faculty

**NOTE:** To make a faculty position request, complete **Full-time Faculty Position Request Form, AY 2013-2014** and email to your Dean. This request is separate from the program review.

Full-time faculty requests	Number of positions
None at this time	

Equipment and Technology

Description	Cost
None at this time	


Instructional Material

Description	Cost
None at this time	

Classified Staff

Description	Cost
None at this time	

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Facilities

For immediate or routine facilities requests, submit a [CSM Facility Project Request Form](#).

Description	Cost
None at this time	

<b>6. Program Maintenance</b>
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A. Course Outline Updates

Review the [course outline update record](#). List the courses that will be updated in the next academic year. For each course that will be updated, provide a faculty contact and the planned submission month. See the [Committee on Instruction website](#) for [course submission instructions](#). Contact your division's [COI representatives](#) if you have questions about submission deadlines.

**Career and Technical Education courses must be updated every two years.**

Courses to be updated	Faculty contact	Submission month
All courses have been updated	Beth LaRochelle	November 2013



B. Website Review

Review the program's website(s) annually and update as needed.

Faculty contact(s)	Date of next review/update
Beth LaRochelle	Review-monthly/ Updates-continually
Caryn Goldman, Instruotional Aid	

C. SLO Assessment Contacts

Faculty contact(s)	Date of next review/update
Beth LaRochelle	End of Spring, May 2014