

## 2014-2015 Instructional Program Review

Program Name: **Dental Assisting**

Program Contact: **LaRochelle, Beth**

Academic Year: **2014-2015**

Status: **Submitted for review**

Updated on: **04/10/2015 01:36 PM**

### 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, 2013/14-2015/16, 5 in 5 College Strategies, Spring 2011**, and other **Institutional Program Planning** as appropriate.

The Dental Assisting Program (AS and CA) at College of San Mateo is a two semester program consisting of majors and core courses. The program is accredited by the Commission on Dental Accreditation and 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 aboard. 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 program promotes and supports the following Institutional Priorities:

**Priority 1: Student Success.** The Dental Assisting program has developed an application process to ensure selection of qualified candidates and ensure student success. Students must be eligible for ENGL 100, have a 2.0 GPA and a high school diploma or equivalent. Department faculty check student success at five weeks into the semester to locate any students who might be having difficulty and create a mediation plan. Faculty also refer students to other support programs in student services (such as DSPS.) as necessary. With an attrition rate of only 1%, for the last 2 years, the goal of the application selection is to improve in class performance. Qualitative and antictotally faculty perception is better student performance & learning.

**Priority 2: Academic Excellence.** Successful completion of the dental assisting program requires that students receive a minimum of a 75% in all their courses both didactic and laboratory. The Commission on Dental Accreditation also requires numerous clinical competencies. Students are evaluated three times; a) self-evaluation, b) peer evaluation, c) faculty evaluation. This ensures successful student acquisition of clinical skills.

**Priority 3: Relevant, High Quality Programs.** The need for dental assistants in the county is demonstrated every spring. There are rarely enough students to meet all the request from county dentists for interns from CSM. In addition, every graduate who wants one, has a job upon graduation

5 in 5 College Strategies

Under Career and Technical Education (CTE)

1. "Develop and support industry partnerships; establish student internship opportunities"

Student spend 25% of program hours completing their clinical hours at the various University of the Pacific Dental School and a variety of private practice dental offices (industry partners). This collaboration leads directly to employment as a registered dental assistant upon successful completion of Board Exams.

## 2. Student Learning and Program Data

### A. Discuss Student Learning Outcomes Assessment

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

The dental assisting faculty reviews the SLO assessments for each course at the end of every semester. Throughout the semester each of the SLO's are identified and assessed through quizzes, midterm and final tests in all lecture or theory class. In the clinical/lab component of the program the SLO's are assessed through competencies, giving the student the opportunity to demonstrate clear knowledge of the SLO. Students are so frequently assessed in clinical for their competencies that the faculty are working on developing a tool specific to SLO assessment that can be administered once or twice through the semester to facilitate data collection. Currently the data is too massive to collate. However, because the success rate of students at the state board exams (85-90%) and because they are quickly employed, the faculty are confident students are learning what is required. We would look to SLO assessment to refine our curriculum.

These assessments are done numerous times throughout the semester, each competency is done through a self-assessment, peer-assessment and then with the increased ability the student finally has the faculty assessment. These competencies are utilized to uphold the standard through CODA, our accreditation body, a branch of the American Dental Association. Every student must show improvement in order to go to the next level of assessment. In being compliant with CODA, the SLO's are meeting the standard that has been set forth. This is reflective on our success of having virtually 100% passing rate.

Program SLOs will be evaluated with data from the online graduate survey and in the future other assessment measures may need to be developed.

Areas in need of improvement include the following: Updating the SLO's to reflect any changes in standards, and incorporating new material, techniques and technology.

#### 2. Comment on the success rates in the program SLOs that are aligned with specific course SLOs. What do the program SLO and course data reveal about students completing the program? Identify trends and discuss areas in need of improvement. Is the alignment between course and program SLOs appropriate and informative? See **course-to-program SLO alignment mapping**.

There are four program SLOs in dental assisting. On average, each course has 5 or 6 SLOs. In total, 62 of the course SLOs map to the 4 program SLOs. Only 'Communications in Allied Health Professions' does not have a course SLO that maps to the program SLOs. However, these SLOs do map to the College and GE SLOs. The success rate of the SLOs mapping to program SLOs averages 75%. This success in SLOs is mirrored by the fact that students successfully sit for both written and clinical components of the state board exams. The pass rate is 85% on average. The program SLO's are based on the standards set forth by our accrediting body, the Commission of Dental Accreditation (CODA) a component of the American Dental Association.

3. Evaluate the program SLOs in relation to survey data from the degree and certificate award earners survey. What does the survey data reveal about the effectiveness of the program SLOs? Identify trends and discuss areas in need of improvement.

On average, 82% of students receiving the AS degree 'strongly agreed' that they were successfully completing the program SLOs. However, the number of respondents was small at 7. By comparison, only 64% of the students receiving a CA 'strongly agreed' that they were successfully completing the four program SLOs. The remaining 36% 'agree' that they are meeting the program SLOs. The department needs to obtain more information from graduates to determine how the percentage in the 'strongly agree' category can be increased.

4. Describe any additional methods used to assess program SLOs and reflect on the results of those assessments.

There are no additional methods used at this time

5. For any courses in the program that satisfy a GE requirement, which GE SLOs are supported or reinforced by the course SLOs? What do assessment results for the course SLOs reveal about student attainment of the GE SLOs? See **GE SLO Alignment Summary Report** or **All Courses GE SLO Alignment Data**.

Every dental assisting course has multiple SLOs that align with 'effective communication' and 'critical thinking'. Only one course has SLOs for quantitative skills and none of the courses reflect 'social awareness and diversity' or 'ethical responsibility/effective citizenship'. The social awareness issue and ethical responsibility should be reevaluated by the faculty in the upcoming academic year. The program should graduate students educated in these areas. The program should also examine the relationship of course materials to quantitative reasoning to ensure students can follow directions and meet tolerances so they do not compromise material.

**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.

Success rate for students is 98% and the retention rate is also high at 99%. The program population was entirely female, until fall 2014 when 1 male was admitted. This reflects the industry; men are slowly starting to enter Dental Assisting. In addition, there are no black students in the program, so recruitment of men and black students should be a focus going forward. If the success rate is broken down by ethnicity, students succeed at very similar rates. 16% of the students are Asian and they succeed at 98.4%; 8.4% are Filipino and they succeed at 100%; 32% are Hispanic and they succeed at 90%; 2.9% are Native American and they succeed at 100%; 72% are white and they succeed at 99%; 15% are 'other' and they succeed at 97%.

Demographic indicator:

Ethnicity:

Asian	8
Hispanic	7
Native American	0

Pacific Islander	0
White	5
Other	6
Age	
19 or less	12
20-24	9
30-34	2
35-39	1
40-49	1
Gender	
Female	24
Male	1

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. Data provided to Program Review by PRIE yields statistical information.

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:	<u>11-12</u>	<u>12-13</u>	<u>13-14</u>
LOAD:	313.8	303.3	359.6
Full-time FTEF:	0.9	1.8	1.8
Adjunct FTEF:	3.5	2.6	2.6
Overload FTEF:	0	0	0

Retired FTEF:	0	0	0
Total FTEF:	20.8%	41.1%	42.0%
Success %:	90.2%	93.2%	95.8%
Retention %:	95.7%	96.6%	97.7%
Withdrawal %:	4.3%	3.4%	2.3%

The Load for dental assisting averages 350. The reason it is low is due to regulation by the Commission on Dental Accreditation, which determines the ration of faculty to students in courses. The ration in clinical courses is always low. In Radiography, the ratio is one faculty member per 6 students. In most other clinical courses, the ratio is 1 faculty member to 12 students.

### 3. Career Technical Education

D. Additional Career Technical Education Data - CTE programs only. (This information is required by California Ed. Code 78016.)

1. Review the program's **Gainful Employment Disclosure Data, External Community**, and other institutional research or labor market data as applicable. Explain how the program meets a documented labor market demand without unnecessary duplication of other training programs in the area. Summarize student outcomes in terms of degrees, certificates, and employment. Identify areas of accomplishment and areas of concern.

<http://collegeofsanmateo.edu/gedi/docs/dent-ca-dentalassisting.htm>

The last three years of graduates have had a 95% employment potential prior to the pinning ceremony for the completion of the program. At this time there are no areas of concern.

2. Review and update the program's Advisory Committee information. Provide the date of most recent advisory committee meeting.

<http://collegeofsanmateo.edu/advisorycommittees/dentalassisting.asp>

The advisory meeting for this 14-15 school year is scheduled for April 27, 2015. The last Advisory Committee meeting was March 10, 2014. Our Advisory board has increased in numbers. The frequency of interactions the program members is having with the dental community has also increased.

### 4. 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.

## 5. Planning

### A. Results of Program Plans and Actions

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

The program is continually working on curriculum. We are looking at the standards from CODA and the Dental board of California to guide us with any institutional changes.

### 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, 2013/14-2015/16**, 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.]

Dentistry and therefore dental assisting is heavily technology dependent. The replica clinic provided for the program in building 5 is a significant advantage to our students. However, the program must be sensitive to advances in dental offices. This can include anything from electronic patient files to new techniques for radiology. As new technologies or programs are introduced, the evaluations of student performance and success must be updated. It is imperative that students be prepared for the spectrum of technologies they might encounter in their internships.

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 effective in the dental assisting program are increased use of technology and training utilizing the technology we have.

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.

As part of the new application process, students are required to participate in an orientation program prior to registration. At that time, students are introduced to the many student support services available to them at CSM. The Coordinator of the dental assisting program is constantly working with Counseling services (and other student services) to support student success.

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

Faculty: More faculty will need to be hired with a BS to be compliant with CODA as of January 2018. This will impact the program by reducing the pool of qualified candidates to teach, this is also limiting us to the number of students we can accept. Our adjunct pool needs to be increased as well to ensure coverage of all courses. The department is looking at different ways to increase the number of accepted students while being compliant with the regulatory bodies.

#### Equipment and Technology

Equipment and Technology: Long range goal would be to do more of the lecture classes on line and implement technology into the classes

#### Instructional Materials

Instructional Materials: The program will need updates of instructional materials, this includes but is not limited to the following:

- DVDs and/or online testing services.
- recurring cost items, warranties,
- Service contracts for software
- Maintenance of equipment
- Repairs of equipment
- Replacement of equipment as it fails

#### Classified Staff

N/A

#### Facilities

N/A

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, 2013/14-2015/16**. For each plan, list actions and measurable outcomes. (Plans may extend beyond a single year.)

**Plan 1**

Title: Increase minimum qualifications of faculty applying to the dental assisting program

Increase number of adjunct faculty

Description

Create new classes to address the changes that the industry is facing in the technological age

Action(s)	Completion Date	Measurable Outcome(s)
Increase recruitment for adjunct faculty	ongoing	when the pool has more qualified candidates
Click here to enter action	Choose Year or Semester/Year	Click here to enter measurable outcome
Click here to enter action	Choose Year or Semester/Year	Click here to enter measurable outcome

**Plan 2**



Title: Increase efficient (Load) of the dental assisting program

A Dental Terminology hybrid class offered in the summer

Description

Offered to students accepted in to the program

Action(s)	Completion Date	Measurable Outcome(s)
Offer an introduction class for dental assisting in the spring to interest candidates for the fall	ongoing	Increased enrollment
Click here to enter action	Choose Year or Semester/Year	Click here to enter measurable outcome
Click here to enter action	Choose Year or Semester/Year	Click here to enter measurable outcome

**6. Resource Requests**

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** and notify 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	

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Classified Staff

Description	Cost
None at this time	

Facilities

**For immediate or routine facilities requests, submit a CSM Facility Project Request Form.**

Description	Cost
None at this time	

**7. Program Maintenance**

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 CTE courses have been updated every two years as mandated by the State	Beth LaRochelle	End of Spring, May 2016

**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, Instructional Aid	

**C. SLO Assessment Contacts**

Faculty contact(s)	Date of next review/update
Beth LaRochelle	End of Spring, May 2016
