

*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

For information about cycles for *Comprehensive Program Review and Planning*, 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](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:**

*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](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).

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**DEPARTMENT OR PROGRAM: Dental Assisting Program**

**DIVISION: Math/Science Division**

**I. DESCRIPTION OF PROGRAM**

The College of San Mateo Dental Assisting Program is an open access, no pre-requisite, vocational training 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). 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.

## II. STUDENT LEARNING OUTCOMES (SLOs)

- a. Briefly describe the department's assessment of SLOs. Which courses or programs were assessed? How were they assessed? What are the findings of the assessments?

Please see the below templates utilized by the Dental Assisting Program to maintain records of the SLO's for each course. Dental Assisting is currently half way through the second of a three year assessment cycle.

### 2009-2010 CSM Course SLO Form

#### Course Name: Dent 647 Dental Assisting Clinical Internship

**Course Mission/Purpose: to educate students thru hands on experience in dental offices.**

<b>Step 1.</b> <b>Student Learning Outcome(s) Defined</b> (what students will learn, know, do or value at course end)	<b>Step 2.</b> <b>Assessment Tool/ Measurement Instrument</b> (identify methodology or tool for collection of evidence of learning e.g., pre/post tests, surveys, papers, anecdotal evidence, etc.)	<b>Step 3.</b> <b>Assessment of SLO(s)</b> (what were the assessment tool results e.g., raw data, scores, etc.?)	<b>Step 4. Timelines/ Term Assessed</b> (list dates when assessment tool will be administered and assessment data will be collected and analyzed)	<b>Step 5.</b> <b>Analyze/Evaluate Assessment Results</b> (identify who will review and analyze data from tests, surveys, etc. What do the measurement results reveal in relation to the learning outcome? )	<b>Step 6.</b> <b>Recommendation/ Action</b> (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?)
<b>SLO #1:</b> Demonstrates the ability to communicate professionally & effectively with patients and the dental team	Dentist will evaluate student using CSM evaluation forms at the end of each 8 week rotation	Rotation #1: 95% Rotation #2: 100%	Spring 2009  Data was collected twice during semester, mid March and mid May. Data was analyzed in May	The course instructor analyzed the data from the evaluating dentists and submitted the results to the program director who went over the results. The measurements results reveal a successful student learning outcome	Due to ADA/CODA accreditation standards, this current SLO will continue to be evaluated. Training in communication & professionalism will continue in the prior Fall semester to Internship.
<b>SLO #2:</b> Demonstrates the ability to assist properly at the chair.	Dentist will evaluate student using CSM evaluation forms at the end of each 8 week rotation	Rotation #1: 95% Rotation #2: 98%	Spring 2009  Data was collected twice during the semester, mid March and mid May. Data was analyzed in May.	The course instructor analyzed the data from the evaluating dentists and submitted the results to the program director who went over the results. The measurements results reveal a successful student learning outcome	Due to ADA/CODA accreditation standards, this current SLO will continue to be evaluated. Training in chairside skills will continue in the prior Fall semester to Internship.

<b>SLO #3:</b> Demonstrates knowledge of dental procedures and instruments	Dentist will evaluate student using CSM evaluation forms at the end of each 8 week rotation	To be Determined	Spring 2010  Data will be collected twice during semester, mid March and mid May. Data will be analyzed in May	The course instructor and program director will analyze the data together.  To be Determined	To be Determined
<b>SLO #4:</b> Demonstrates OSHA compliant disinfection & sterilization techniques utilized by the dental office.	Dentist will evaluate student using CSM evaluation forms at the end of each 8 week rotation	To be Determined	Spring 2010  Data will be collected twice during semester, mid March and mid May. Data will be analyzed in May	The course instructor and program director will analyze the data together.  To be Determined	To be Determined
<b>SLO #5:</b> Demonstrates ability to perform basic front business office procedures	Dentist will evaluate student using CSM evaluation forms at the end of each 8 week rotation	To be Determined	Spring 2011  Data will be collected twice during semester, mid March and mid May. Data will be analyzed in May	The course instructor and program director will analyze the data together.  To be Determined	To be Determined

### 2009-2010 CSM Course SLO Form

#### Course Name: Dent 716 Dental Office Procedures

**Course Mission/Purpose:** to educate the student in the business administration of the front dental office.

<b>Step 1. Student Learning Outcome(s) Defined</b> (what students will learn, know, do or value at course end)	<b>Step 2. Assessment Tool/ Measurement Instrument</b> (identify methodology or tool for collection of evidence of learning e.g., pre/post tests, surveys, papers, anecdotal evidence, etc.)	<b>Step 3. Assessment of SLO(s)</b> (what were the assessment tool results e.g., raw data, scores, etc.?)	<b>Step 4. Timelines/ Term Assessed</b> (list dates when assessment tool will be administered and assessment data will be collected and analyzed)	<b>Step 5. Analyze/Evaluate Assessment Results</b> (identify who will review and analyze data from tests, surveys, etc. What do the measurement results reveal in relation to the learning outcome? )	<b>Step 6. Recommendation/ Action</b> (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?)
<b>SLO #1:</b>			December 2008	Course instructor reviewed and	The instructor will

Schedule the patients for their anticipated procedures legibly on a paper & computerized appointment book	Competency: mock scheduling assignment in lab	85% assessment tool result		analyzed data  The measurement results reveal that the students need more exposure to this SLO.	incorporate additional scheduling assignments both in lab on the computer software and in class with written exercises. The SLO will continue to be assessed.
<b>SLO #2:</b> Demonstrate an understanding of four legal & ethical issues in the dental business office	Question #3, 5, 6 & 7 on Fall Final Examination	85% assessment tool result	December 2008	Course instructor reviewed and analyzed data  The measurement results reveal that the students require more exposure to this SLO.	The instructor will continue to implement role playing situations and real life situations to the students. A review of ethical and legal key terms will be added. The SLO will continue to be assessed.
<b>SLO #3:</b> Properly chart perio pockets, existing conditions & diagnosed treatment for a patient on the computer	Competency lab final: Clinical Charting	88% Assessment tool result 32/37 students printed a correct treatment plan with existing conditions, perio charting, & diagnosed treatment	December 2009  Data was collected and analyzed during finals week.	Course instructor reviewed and analyzed the data. The measurement results reveal a moderately successful SLO. The students require more exposure to this SLO.	The instructor will demonstrate more examples on the computer using the projector, assign several more treatment plans, & assign more lab assignments of this task.
<b>SLO #4:</b> Calculate the co-payment of a patient's treatment plan with the stated dental insurance benefits	Question #82 on Fall Final Examination	70% assessment tool result. 26/37 answered question # 88 correctly	December 2009  Data was collected and analyzed during finals week.	Course instructor reviewed and analyzed data The measurement results reveal that the students require more exposure to this SLO.	The instructor will have additional demo's of this calculation during lecture. Additional in-class calculation practice will be administered for practice.
<b>SLO #5:</b> Demonstrate proper posting of charges, payments, & adjustments to a patient's ledger.	Competency lab assignment: Posting	To Be Determined	December 2010  Data will be collected and analyzed prior to the end of the fall semester.	Course instructor will review and analyze data  To Be Determined	To Be Determined
<b>SLO #6:</b> Demonstrate billing of dental charges to an insurance company using an attending dentist's	Competency lab assignment: Insurance Claim Forms	To Be Determined	December 2010  Data will be collected and analyzed prior to the end of the fall	Course instructor will review and analyze data  To Be Determined	To Be Determined

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## 2009-2010 CSM Course SLO Form

### Course Name: Dent 721 Dental Materials I

**Course Mission/Purpose:** to educate the student in the various uses and manipulation of dental cements, liners, & impression materials.

<b>Step 1. Student Learning Outcome(s) Defined</b> (what students will learn, know, do or value at course end)	<b>Step 2. Assessment Tool/ Measurement Instrument</b> (identify methodology or tool for collection of evidence of learning e.g., pre/post tests, surveys, papers, anecdotal evidence, etc.)	<b>Step 3. Assessment of SLO(s)</b> (what were the assessment tool results e.g., raw data, scores, etc.?)	<b>Step 4. Timelines/ Term Assessed</b> (list dates when assessment tool will be administered and assessment data will be collected and analyzed)	<b>Step 5. Analyze/Evaluate Assessment Results</b> (identify who will review and analyze data from tests, surveys, etc. What do the measurement results reveal in relation to the learning outcome? )	<b>Step 6. Recommendation/ Action</b> (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?)
<b>SLO #1:</b> Demonstrate the ability to properly manipulate IRM as temporary cement.	Competency on mixing IRM as a temp cement from Modern Dental Assisting Student workbook	100% assessment tool results	Fall 2009 Data was collected and analyzed in September	Course instructor analyzed the data. Per ADA accreditation standards, the students demonstrated a competency of this dental material	Instructor has determined that continual practice makes this a successful SLO. This SLO will continue to be assessed in the future due to ADA accreditation standards and guidelines.
<b>SLO #2:</b> Demonstrate the proper use of a dental tofflemire retainer & matrix band	Competency on the use of the tofflemire retainer & matrix band from Modern Dental Assisting Student Workbook	100% ending pass results	Oct - Dec 2008 Data will be collected and analyzed ASAP	Course instructor analyzed data  Per ADA accreditation standards, the students demonstrated a competency of this skill. Continual practice during the semester is needed for the student to understand, comprehend, and master this technique.	Instructor has determined that continual practice makes this a successful SLO. This SLO will continue to be assessed in the future due to ADA accreditation standards and guidelines.
<b>SLO #3:</b> Demonstrate procedures and outcomes of a competent alginate	Question from final exam regarding a proper alginate impression technique	100% ending pass results	December 2008 Data will be collected and analyzed immediately.	Course instructor analyzed data  Per ADA accreditation standards, the students demonstrated a competency	Instructor has determined that continual practice makes this a successful SLO. This SLO will continue to be assessed

impression				of this dental material	in the future due to ADA accreditation standards and guidelines.
<b>SLO #4:</b> Demonstrate proper disinfection & sterilization procedures while using dental materials	Instructor observation of student during a competency	100% assessment tool results	December 2009 Data was collected and analyzed during finals week.	Course instructor analyzed data  Per ADA accreditation standards, the students demonstrated a competency of this skill. Continual practice during the semester is needed for the student to understand, comprehend, and master this technique.	Instructor has determined that continual practice makes this a successful SLO. This SLO will continue to be assessed in the future due to ADA accreditation standards and guidelines.
<b>SLO #5:</b> Demonstrate the ability to mix any dental cement, liner, or impression material taught during the fall semester & utilized at UOP Dental School	Instructor observation of student during a competency  Instructor will randomly assign students a material	To be Determined	November 2010 Data will be collected and analyzed by end of December	Course instructor and Program Director will analyze data together  To be Determined	To be Determined
<b>SLO #6:</b> Describe the use of amalgam & composite materials needed for restorative procedures	Question on Fall final exam	To be Determined	November 2010 Data will be collected and analyzed by end of December	Course instructor and Program Director will analyze data together  To be Determined	To be Determined

## 2009-2010 CSM Course SLO Form

### Course Name: Dent 722 Dental Materials II

**Course Mission/Purpose:** to further educate the student in the uses and manipulation of dental materials.

<b>Step 1. Student Learning Outcome(s) Defined</b> (what students will learn, know, do or value at course end)	<b>Step 2. Assessment Tool/ Measurement Instrument</b> (identify methodology or tool for collection of evidence of learning e.g., pre/post tests, surveys, papers, anecdotal evidence, etc.)	<b>Step 3. Assessment of SLO(s)</b> (what were the assessment tool results e.g., raw data, scores, etc.?)	<b>Step 4. Timelines/ Term Assessed</b> (list dates when assessment tool will be administered and assessment data will be collected and analyzed)	<b>Step 5. Analyze/Evaluate Assessment Results</b> (identify who will review and analyze data from tests, surveys, etc. What do the measurement results reveal in relation to the learning outcome? )	<b>Step 6. Recommendation/ Action</b> (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?)
<b>SLO #1:</b> Demonstrate the ability to fabricate custom bleach trays	Competency from Modern Dental Assisting Student Workbook	100% assessment tool result	Spring 2009  Data was collected and analyzed mid to late semester	The course instructor analyzed the data. The measurement results reveal a successful SLO	Instructor will continue to teach fabrication of bleach trays. This SLO will continue to be assessed per ADA/CODA accreditation standards.
<b>SLO #2:</b> Demonstrate the ability to fabricate a custom provisional restoration for tooth #8	Competency from Modern Dental Assisting Student workbook Instructor Eval Sheets Mock RDA State Board Practical	To be Determined	Spring 2010  Data will be collected and analyzed by the end of May 2009.	The course instructor and program director will analyze the data together  To Be Determined	To be Determined
<b>SLO #3:</b> Identify the uses and types of dental implants	Question from test on Dental Implants	To be Determined	Spring 2010  Data will be collected and analyzed by the end of May 2010.	The course instructor and program director will analyze the data together  To Be Determined	To be Determined
<b>SLO #4:</b> Demonstrate the ability to properly prepare, mix, & place a periodontal dressing	Competency from Modern Dental Assisting Student Workbook	To be Determined	Spring 2010  Data will be collected and analyzed by the end of May 2010.	The course instructor and program director will analyze the data together  To Be Determined	To be Determined



<b>SLO #5:</b> Demonstrate the ability to place a temporary sedative dressing for #19 while using a tofflemire matrix system with wedges.	Competency from Modern Dental Assisting Student Workbook  Instructor Eval Sheets  Mock RDA State Board Practical	To be Determined	Spring 2011  Data will be collected and analyzed by the end of May 2011.	The course instructor and program director will analyze the data together  To Be Determined	To be Determined

### 2009-2010 CSM Course SLO Form

#### Course Name: Dent 731 Dental Science I

#### Course Mission/Purpose: to educate students in the foundations of the science of dentistry

<b>Step 1. Student Learning Outcome(s) Defined</b> (what students will learn, know, do or value at course end)	<b>Step 2. Assessment Tool/ Measurement Instrument</b> (identify methodology or tool for collection of evidence of learning e.g., pre/post tests, surveys, papers, anecdotal evidence, etc.)	<b>Step 3. Assessment of SLO(s)</b> (what were the assessment tool results e.g., raw data, scores, etc.?)	<b>Step 4. Timelines/ Term Assessed</b> (list dates when assessment tool will be administered and assessment data will be collected and analyzed)	<b>Step 5. Analyze/Evaluate Assessment Results</b> (identify who will review and analyze data from tests, surveys, etc. What do the measurement results reveal in relation to the learning outcome? )	<b>Step 6. Recommendation/ Action</b> (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?)
<b>SLO #1:</b> Define & label the landmarks of the face and oral cavity	In class Quiz administered to students.  Students labeled a blank picture of the face & oral cavity and answered questions regarding definitions of the landmarks.	Overall class average of 98% pass result	Fall 2008  Data will be analyzed in December.	Instructor analyzed data.  The measurement results reveal the students had a firm understanding of the landmarks of the face and oral cavity.	In the future, the instructor will use additional visual aids, continually review to enhance memorization of key words, & offer more practice exercises.  This SLO will continue to be assessed due to ADA accreditation standards & guidelines.
<b>SLO #2:</b>	Question from block test on	Overall class average	Fall 2008	Instructor analyzed data.	In the future, the instructor

Describe the processes of Oral Embryology & Oral Histology	subject matter	of 98% pass result	Data will be analyzed by end of December 2008	The measurement results reveal the students firmly demonstrated the ability to describe the processes of Oral Embryology & Oral Histology.	will use additional visual aids, continually review to enhance memorization of key words, & offer more practice exercises. This SLO will continue to be assessed due to ADA accreditation standards & guidelines.
<b>SLO #3:</b> Identify the causes of periodontal disease and its progressive process.	Labeling exercise describing various stages of periodontal disease.	90% assessment tool results	Fall of 2009	Course Instructor analyzed the data. The measurement tool results reveal a moderately successful SLO.	In the future, the instructor will use additional visual aids, continually review to enhance memorization of key words, & offer more practice exercises. This SLO will continue to be assessed due to ADA accreditation standards & guidelines.
<b>SLO #4:</b> Identify the causes of dental caries and the caries process	Labeling exercise describing various stages of dental decay.	90% assessment tool results	Fall of 2009	Course Instructor analyzed the data. The measurement tool results reveal a moderately successful SLO.	In the future, the instructor will use additional visual aids, continually review to enhance memorization of key words, & offer more practice exercises. This SLO will continue to be assessed due to ADA accreditation standards & guidelines.
<b>SLO #5:</b> Demonstrate why nutrition is an important part of oral hygiene	Quiz following video on nutrition experiment "Super Size Me"	To Be Determined	This SLO will be assessed in the Fall of 2010.	Instructor & Program Director will analyze data together  To Be Determined	To Be Determined
<b>SLO #6:</b> Identify the importance of , causes of, and	2 Questions from Fall Final	To Be Determined	This SLO will be assessed in the Fall of 2010.	Instructor & Program Director will analyze data together  To Be Determined	To Be Determined

conditions of oral pathology					
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## 2009-2010 CSM Course SLO Form

### Course Name: Dent 732 Dental Science II

**Course Mission/Purpose:** to further educate the student in dental anatomy, structure, and the sciences of dentistry.

<b>Step 1. Student Learning Outcome(s) Defined</b> (what students will learn, know, do or value at course end)	<b>Step 2. Assessment Tool/ Measurement Instrument</b> (identify methodology or tool for collection of evidence of learning e.g., pre/post tests, surveys, papers, anecdotal evidence, etc.)	<b>Step 3. Assessment of SLO(s)</b> (what were the assessment tool results e.g., raw data, scores, etc.?)	<b>Step 4. Timelines/ Term Assessed</b> (list dates when assessment tool will be administered and assessment data will be collected and analyzed)	<b>Step 5. Analyze/Evaluate Assessment Results</b> (identify who will review and analyze data from tests, surveys, etc. What do the measurement results reveal in relation to the learning outcome? )	<b>Step 6. Recommendation/ Action</b> (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?)
<b>SLO #1:</b> Demonstrate the ability to use the three dental numbering systems.	Practical quiz on each system	91% assessment tool result	May 2009  Data was collected and analyzed in May 2009	Course Instructor reviewed & analyzed the data  The measurement results reveal a successful SLO	The SLO will continue to be taught & assessed due to ADA/CODA accreditation standards & CA. State Board regulations.
<b>SLO #2:</b> Locate the major salivary glands, paranasal sinuses, & major lymph nodes of the body	Matching section on first in class test	86% assessment tool result	May 2009  Data was collected & analyzed in May 2009	Course Instructor reviewed & analyzed the data  The measurement results reveal a passing SLO	Instructor noted more time to be spent on reviewing this SLO prior to testing. SLO will be assessed due to ADA/CODA accreditation standards & CA. State Board regulations.
<b>SLO #3:</b> Identify and define the 4 levels of organization in the human body	Question on test mid semester	To be Determined	May 2010 Data will be collected mid-semester and analyzed immediately	Program Director and Instructor will analyze data together  To Be determined	To be Determined
<b>SLO #4:</b>	Labeling picture practical	To be Determined	May 2010	Program Director and Instructor will	To be Determined

Describe the planes of the body & body directions	quiz		Data will be collected in Feb & analyzed immediately	analyze data together  To Be determined	
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<b>SLO #5:</b> Identify the four types of tissue in the human body	Question on first test	To be Determined	May 2010 Data will be collected mid-semester & analyzed immediately	Program Director and Instructor will analyze data together  To Be determined	To be Determined
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<b>SLO #6:</b> Identify the functions and purpose of each of the 10 body systems	Questions from Body Systems Block Test	To be Determined	May 2011 Data will be collected in April and analyzed prior to the end of the semester in May	Program Director and Instructor will analyze data together  To Be determined	To be Determined
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<b>SLO #7:</b> Demonstrate the ability to locate and identify the bones of the skull	In-Class exercise on assembly of skull and correct identification of the bones	To be Determined	May 2011 Data will be collected and analyzed in May	Program Director and Instructor will analyze data together  To Be determined	To be Determined
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### 2009-2010 CSM Course SLO Form

**Course Name: Dent 735 Communications in Allied Health Professions**

**Course Mission/Purpose: to prepare the student for working with diverse patients and co-workers; strategies for working on a team.**

Step 1. Student Learning Outcome(s) Defined	Step 2. Assessment Tool/ Measurement Instrument (identify methodology or tool	Step 3. Assessment of SLO(s) (what were the	Step 4. Timelines/ Term Assessed (list dates when assessment tool will be	Step 5. Analyze/Evaluate Assessment Results (identify who will review and analyze	Step 6. Recommendation/ Action (using assessment results and
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(what students will learn, know, do or value at course end)	for collection of evidence of learning e.g., pre/post tests, surveys, papers, anecdotal evidence, etc.)	assessment tool results e.g., raw data, scores, etc.?)	administered and assessment data will be collected and analyzed)	data from tests, surveys, etc. What do the measurement results reveal in relation to the learning outcome? )	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?)
<b>SLO #1:</b> Identify & utilize verbal & non-verbal communication skills	Role playing situations in class setting with instructor observations and input.	100% assessment tool results	December of Fall 2008	Instructor analyzed data results.  The measurement results reveal a successful learning outcome for the students.	Instructor will continue to assess this SLO in accordance with ADA accreditation standards and guidelines. Instructor will continue to utilize current teaching methodologies next Fall.
<b>SLO #2:</b> Demonstrate ability to utilize active listening with patient	In Class assignment with partner using active listening techniques with instructor observations	100% assessment tool results	December of Fall 2008	Instructor analyzed data results.  The measurement results reveal a successful learning outcome for the students.	Instructor will continue to assess this SLO in accordance with ADA accreditation standards and guidelines. Instructor will continue to utilize current teaching methodologies next Fall.
<b>SLO #3:</b> Demonstrate ability to communicate as a team member	In class activity using dental office possible scenarios; evaluate student response & reaction to situation by instructor	100% assessment tool results	Fall of 2009	Course Instructor analyzed the data.  The measurement results reveal a successful learning outcome for the students.	Instructor will continue to assess this SLO in accordance with ADA accreditation standards and guidelines. Instructor will continue to utilize current teaching methodologies next Fall.
<b>SLO #4:</b> Demonstrate ability to work in a culturally diverse environment	2 questions from Fall Final	100% assessment tool results	Fall of 2009	Course Instructor analyzed the data results.  The measurement results reveal a successful learning outcome for the students.	Instructor will continue to assess this SLO in accordance with ADA accreditation standards and guidelines. Instructor will continue to utilize current teaching methodologies next Fall.

## 2009-2010 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

<b>Step 1. Student Learning Outcome(s) Defined</b> (what students will learn, know, do or value at course end)	<b>Step 2. Assessment Tool/ Measurement Instrument</b> (identify methodology or tool for collection of evidence of learning e.g., pre/post tests, surveys, papers, anecdotal evidence, etc.)	<b>Step 3. Assessment of SLO(s)</b> (what were the assessment tool results e.g., raw data, scores, etc.?)	<b>Step 4. Timelines/ Term Assessed</b> (list dates when assessment tool will be administered and assessment data will be collected and analyzed)	<b>Step 5. Analyze/Evaluate Assessment Results</b> (identify who will review and analyze data from tests, surveys, etc. What do the measurement results reveal in relation to the learning outcome? )	<b>Step 6. Recommendation/ Action</b> (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?)
<b>SLO #1:</b> 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.
<b>SLO #2:</b> 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.
<b>SLO #3:</b> Demonstrate four handed dentistry techniques	Competencies' from Modern Dental Assisting Student Workbook on Four handed Techniques	88% assessment tool results	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.
<b>SLO #4:</b> 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.
<b>SLO #5:</b> Identify & demonstrate performing disinfection techniques in treatment rooms & sterilization procedures for instrumentation	2 Competencies from Modern Dental Assisting Student Workbook.	To be Determined	This SLO will be assessed in Fall 2010	To be Determined	To be Determined following outcome of assessment measures
<b>SLO #6:</b> Identify & treat patient medical emergencies in the dental office	Role playing situations demonstrated in class lab sections	To be Determined	This SLO will be assessed in Fall 2010	To be Determined	To be Determined following outcome of assessment measures

<b>SLO #7:</b> 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.	To be Determined	This SLO will be assessed in Fall 2010	To be Determined	To be Determined following outcome of assessment measures
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### 2009-2010 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.**

<b>Step 1. Student Learning Outcome(s) Defined</b> (what students will learn, know, do or value at course end)	<b>Step 2. Assessment Tool/ Measurement Instrument</b> (identify methodology or tool for collection of evidence of learning e.g., pre/post tests, surveys, papers, anecdotal evidence, etc.)	<b>Step 3. Assessment of SLO(s)</b> (what were the assessment tool results e.g., raw data, scores, etc.?)	<b>Step 4. Timelines/ Term Assessed</b> (list dates when assessment tool will be administered and assessment data will be collected and analyzed)	<b>Step 5. Analyze/Evaluate Assessment Results</b> (identify who will review and analyze data from tests, surveys, etc. What do the measurement results reveal in relation to the learning outcome? )	<b>Step 6. Recommendation/ Action</b> (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?)
<b>SLO #1:</b> Demonstrate the ability to describe each of the eight dental specialties	Definition question from each of the 8 Specialty Block Tests thru the semester	100% 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 results reveal a successful SLO	Instructor will continue to teach each specialty in a block format. SLO proves student is exposed to each specialty long enough to understand it. SLO will continue to be assessed due to ADA/CODA accreditation Standards.



<p><b>SLO #2:</b> Demonstrate the ability to identify specialized instrumentation for each of the eight dental specialties</p>	<p>Lab Practicals on each Specialty regarding instrumentation</p> <p>Student will identify which specialty the instrumentation matches; then identify the name &amp; describe one function the instrument performs.</p>	<p>88% assessment tool result</p>	<p>Spring 2009</p> <p>Data was collected thru out the semester and analyzed at the end of May 2009.</p>	<p>The course instructor analyzed the data.</p> <p>The measurement result reveals a moderately successful SLO</p>	<p>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</p>
<p><b>SLO #3:</b> Identify legally delegatable duties, including supervision levels, for a DA and RDA in California</p>	<p>Test on DA/RDA laws</p> <p>Students match the DA/RDA categories with the correct law in California</p>	<p>To Be Determined</p>	<p>Spring 2010</p> <p>Data will be collected in May and analyzed immediately</p>	<p>The course instructor will analyze the data.</p> <p>To Be Determined</p>	<p>To Be Determined</p>
<p><b>SLO #4:</b> Demonstrate the ability to safely perform a coronal polish on a lab partner "patient"</p>	<p>Competency in lab sections from Modern Dental Assisting Student Workbook</p>	<p>To Be Determined</p>	<p>Spring 2010</p> <p>Data will be collected in February and analyzed immediately</p>	<p>The course instructor will analyze the data</p> <p>To Be Determined</p>	<p>To Be Determined</p>
<p><b>SLO #5:</b> Demonstrate the ability to successfully fit an aluminum shell crown and make any necessary adjustments</p>	<p>Competency in lab sections from Modern Dental Assisting Student Workbook</p>	<p>To Be Determined</p>	<p>Spring 2011</p> <p>Data will be collected in April and analyzed immediately</p>	<p>The course instructor will analyze the data</p> <p>To Be Determined</p>	<p>To Be Determined</p>

## 2009-2010 CSM Course SLO Form

Course Name: Dent 743 Coronal Polish

Course Mission/Purpose: to teach students how to polish within the oral cavity to remove plaque and staining

<b>Step 1. Student Learning Outcome(s) Defined</b> (what students will learn, know, do or value at course end)	<b>Step 2. Assessment Tool/ Measurement Instrument</b> (identify methodology or tool for collection of evidence of learning e.g., pre/post tests, surveys, papers, anecdotal evidence, etc.)	<b>Step 3. Assessment of SLO(s)</b> (what were the assessment tool results e.g., raw data, scores, etc.?)	<b>Step 4. Timelines/ Term Assessed</b> (list dates when assessment tool will be administered and assessment data will be collected and analyzed)	<b>Step 5. Analyze/Evaluate Assessment Results</b> (identify who will review and analyze data from tests, surveys, etc. What do the measurement results reveal in relation to the learning outcome? )	<b>Step 6. Recommendation/ Action</b> (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?)
<b>SLO #1:</b> Identify the difference between a prophylaxis and a coronal polish	Questions #6 & #7 on Coronal Polish Examination	100% assessment tool results	Spring 2009  Data was collected and analyzed in March 2009.	The course instructor reviewed and analyzed the data.  This was a successful SLO	This SLO will continue to be taught & measured due to ADA/CODA accreditation standards & CA. State Board regulations.
<b>SLO #2:</b> Demonstrate the ability to identify the indications and contraindications of performing a coronal polish procedure.	Question #32 on Coronal Polish Examination	100% assessment tool results	Spring 2009  Data was collected and analyzed in March 2009.	The course instructor reviewed and analyzed the data.  This was a successful SLO	This SLO will continue to be taught & measured due to ADA/CODA accreditation standards & CA. State Board regulations.
<b>SLO #3:</b> Demo the ability to recognize the difference between extrinsic and intrinsic stains and how they are categorized	Practical Testing  Evaluation form for coronal polish practical test	94% assessment tool results	Spring 2010  Data was collected and analyzed in March 2010.	The course instructors and director reviewed and analyzed the data together.  This was a successful SLO.	This SLO will continue to be taught & measured due to ADA/CODA accreditation standards & CA. State Board regulations.
<b>SLO #4:</b> Demonstrate the ability to assemble armamentarium and prepare the operatory for a coronal polish	Observe and evaluate on practical testing day using evaluation form	96% assessment tool results	Spring 2010  Data was collected and analyzed in March 2010.	The course instructors and director reviewed and analyzed the data together.  This was a successful SLO	This SLO will continue to be taught & measured due to ADA/CODA accreditation standards & CA. State Board regulations.
<b>SLO #5:</b>	Observe and evaluate on	To be Determined	Spring 2011	The course instructor and director	To be Determined

Demonstrate the coronal polish technique while polishing from start to finish within 10 minutes on two patients from the community	practical testing day using evaluation form		Data will be collected and analyzed in March 2011.	will review and analyze the data together.  To be Determined	
<b>SLO #6:</b> Demonstrate the proper set-up and use of the handpiece, fulcrum, and positioning techniques of the patient and the dental chair	Observe and evaluate on practical testing day using evaluation form	To be Determined	Spring 2011  Data will be collected and analyzed in March 2011.	The course instructor and director will review and analyze the data together.  To be Determined	To be Determined

## 2009-2010 CSM Course SLO Form

### Course Name: Dent 744 Dental Sealants

**Course Mission/Purpose:** to teach students the proper placement of pit and fissure sealants as a preventive measure of dentistry

<b>Step 1. Student Learning Outcome(s) Defined</b> (what students will learn, know, do or value at course end)	<b>Step 2. Assessment Tool/ Measurement Instrument</b> (identify methodology or tool for collection of evidence of learning e.g., pre/post tests, surveys, papers, anecdotal evidence, etc.)	<b>Step 3. Assessment of SLO(s)</b> (what were the assessment tool results e.g., raw data, scores, etc.?)	<b>Step 4. Timelines/ Term Assessed</b> (list dates when assessment tool will be administered and assessment data will be collected and analyzed)	<b>Step 5. Analyze/Evaluate Assessment Results</b> (identify who will review and analyze data from tests, surveys, etc. What do the measurement results reveal in relation to the learning outcome? )	<b>Step 6. Recommendation/ Action</b> (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?)
<b>SLO #1:</b> Correctly place a sealant on virgin tooth structure with prior approval.		To be Determined	Spring 20  Data will be collected and analyzed in March 2009.	The course instructor and director will review and analyze the data together.  To be Determined	To be Determined

<b>SLO #2:</b> Describe and demonstrate the proper sequence of sealant placement.		To be Determined	Spring 20  Data will be collected and analyzed in March 2009.	The course instructor and director will review and analyze the data together.  To be Determined	To be Determined
<b>SLO #3:</b> Demonstrate proper isolation and moisture control techniques prior to sealant placement.		To be Determined	Spring 2010  Data will be collected and analyzed in March 2010.	The course instructor and director will review and analyze the data together.  To be Determined	To be Determined
<b>SLO #4:</b> Demonstrate proper operator and patient positioning for access to all areas of the mouth while preparing the patient for sealants.		To be Determined	Spring 2010  Data will be collected and analyzed in March 2010.	The course instructor and director will review and analyze the data together.  To be Determined	To be Determined

### 2009-2010 CSM Course SLO Form

**Course Name: Dent 749 Pre-Clinical Dental Science Lab**

**Course Mission/Purpose: to prepare the student for clinical practice at local dental schools**

<b>Step 1. Student Learning Outcome(s) Defined</b> (what students will learn, know, do or value at course end)	<b>Step 2. Assessment Tool/ Measurement Instrument</b> (identify methodology or tool for collection of evidence of learning e.g., pre/post tests, surveys, papers, anecdotal evidence, etc.)	<b>Step 3. Assessment of SLO(s)</b> (what were the assessment tool results e.g., raw data, scores, etc.?)	<b>Step 4. Timelines/ Term Assessed</b> (list dates when assessment tool will be administered and assessment data will be collected and analyzed)	<b>Step 5. Analyze/Evaluate Assessment Results</b> (identify who will review and analyze data from tests, surveys, etc. What do the measurement results reveal in relation to the learning outcome? )	<b>Step 6. Recommendation/ Action</b> (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?)
<b>SLO #1:</b> Demonstrate correct instrument exchange	Competency from Modern Dental Assisting Student	100% assessment tool results	September 2008	Courses Instructors reviewed and analyzed the data together	The instructors have decided to introduce this skill earlier to allow the students more

technique for four handed dentistry	Workbook			The measurement results reveal a successful student learning outcome	time to practice. This SLO will continue to be assessed in accordance with ADA accreditation standards and guidelines.
<b>SLO #2:</b> Demonstrate practically knowledge of Black's Cavity Classifications	Labeling quiz on matching the description to the cavity classification	90% assessment tool results	Fall 2009	Course Instructors reviewed & analyzed the data together.  The measurement tool results a moderately successful SLO outcome.	The instructors have determined to administer more review exercises and labeling assignments prior to the final exam.
<b>SLO #3:</b> Demonstrate the ability to properly record clinical & periodontal charting	Charting documentation exercises in both clinical and periodontal charting techniques	To Be Determined	Fall 2010	Course Instructors will review and analyze the data together  To Be Determined	To Be Determined
<b>SLO #4:</b> Demonstrate the ability to properly set-up & breakdown a dental treatment room including admitting & dismissing the patient	Competency sheets from Modern Dental Assisting Student Workbook 1-Setup Treatment Room 2-Breakdown Tx Room 3-Seating Patient in Tx Rm 4-Dismiss Pt f/ Tx Rm	Competencies #1 & #2: 90% assessment tool results  Competencies #3 & #4: 93% assessment tool results	Fall 2009	Course Instructors reviewed & analyzed the data together.  The measurement tool results a moderately successful SLO outcome.	The instructors have decided to allow the students more time to practice. This SLO will continue to be assessed in accordance with ADA accreditation standards and guidelines.
<b>SLO #5:</b> Identify & describe the proper use of procedure specific dental instrumentation	Instrument Identification Exam ID instrument & describe 1 function the instrument performs	To Be Determined	Fall 2010	Course Instructors will review and analyze the data together  To Be Determined	To Be Determined
<b>SLO #6:</b> Demonstrate the ability	Competency from Modern Dental Assisting Student	100% assessment tool results	September 2008	Course Instructor reviewed and analyzed the data together	This SLO will continue to be assessed in accordance with

to successfully assemble the local anesthetic syringe	Workbook			The measurement results reveal a successful student learning outcome.	ADA accreditation standards and guidelines.
<b>SLO #7:</b> Demonstrate the proper use of the HVE & Air/Water Syringe including isolation techniques	Competency from Modern Dental Assisting Student Workbook	To Be Determined	This SLO will be assessed in the Fall 2010.	Course Instructors will review and analyze the data together  To Be Determined	To Be Determined

### 2009-2010 CSM Course SLO Form

#### Course Name: Dent 751 Dental Clinic I

#### Course Mission/Purpose: to give students assisting experience at the chair prior to internship rotations in the Spring

<b>Step 1. Student Learning Outcome(s) Defined</b> (what students will learn, know, do or value at course end)	<b>Step 2. Assessment Tool/ Measurement Instrument</b> (identify methodology or tool for collection of evidence of learning e.g., pre/post tests, surveys, papers, anecdotal evidence, etc.)	<b>Step 3. Assessment of SLO(s)</b> (what were the assessment tool results e.g., raw data, scores, etc.?)	<b>Step 4. Timelines/ Term Assessed</b> (list dates when assessment tool will be administered and assessment data will be collected and analyzed)	<b>Step 5. Analyze/Evaluate Assessment Results</b> (identify who will review and analyze data from tests, surveys, etc. What do the measurement results reveal in relation to the learning outcome? )	<b>Step 6. Recommendation/ Action</b> (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?)
<b>SLO #1:</b> Demonstrate the ability to assemble the local anesthetic syringe in a patient specific procedure, taking into account patient health history & procedure.	Patient scenario given during Clinic Practical; instructor will observe student choices and evaluate	70% assessment tool results	December 2008	Course Instructors analyzed data together  The measurement results reveal a SLO that needs to be emphasized more in this particular course.	The instructors have decided to incorporate a review day prior to practical clinical testing of these various skills. The instructors will continue to evaluate the SLO in the same patient scenario as it allows the student to make critical decisions regarding

					patient needs based on medical history.
<b>SLO #2:</b> Demonstrate the ability to properly place HVE suction tip on Dexter	Simulation of dentist and assistant working together; instructor will observe student placement and evaluate	93% assessment tool result	December 2008	Course Instructors analyzed data together  The measurement results reveal a successful SLO.	The instructors have decided to incorporate a review day prior to practical clinical testing of these various skills. The instructors will continue to evaluate the SLO in the simulation situation.
<b>SLO #3:</b> Demonstrate the ability to match dental instruments with the specific dental procedure	Student matches correct instruments to the correct dental procedure set up; instructor will observe student choices & evaluate	77% assessment tool results. 24 students – pass 7 students - fail	December 2009	Course Instructors analyzed data together The measurement results reveal a SLO that needs to be emphasized more in this particular course.	The instructors have decided to incorporate a review day prior to practical clinical testing of these various skills. The instructors will continue to evaluate the SLO in the simulation situation.
<b>SLO #4:</b> Demonstrate the ability to perform clinical charting with proper symbols	Student is given a mock description of conditions to be charted & is timed; instructor grades charting symbols after completion	74% assessment tool results. 23 students – pass 8 students - fail	December 2009	Course Instructors analyzed data together The measurement results reveal a SLO that needs to be emphasized more in this particular course.	The instructors have decided to incorporate a review day prior to practical clinical testing of these various skills. The instructors will continue to evaluate the SLO in the simulation situation.
<b>SLO #5:</b> Demonstrate ability to assemble a tofflemire retainer with correct orientation to the quadrant being worked on	Student is given a mock scenario, timed , & asked to assemble the tofflemire retainer; instructor will observe student and evaluate	61% assessment tool results.  19 students– pass 12 students - fail	December 2009	Course Instructors analyzed data together The measurement results reveal a SLO that needs to be emphasized more in this particular course.	The instructors have decided to incorporate a review day prior to practical clinical testing of these various skills. This skill is taught in another course and will need to be reviewed prior to testing. The instructors will continue to evaluate the SLO in the simulation situation.
<b>SLO #6:</b> Demonstrate ability to fill and load PVS	Student will demo filling and loading impression syringe and tray; instructor will	To Be Determined	December 2010	Course Instructors will analyze data together	To Be Determined

impression material	observe and evaluate			To Be Determined	
<b>SLO #7:</b> Demonstrate ability to mix any dental cement or dental liner taught in the fall semester & utilized at UOP Dental School	Student will choose an index card which lists the name of a dental material. The student will demo mixing technique of the material; instructor will observe student and evaluate	To Be Determined	December 2010	Course Instructors will analyze data together  To Be Determined	To Be Determined

### 2009-2010 CSM Course SLO Form

#### Course Name: Dent 763 Dental Radiology (Fall & Spring)

**Course Mission/Purpose:** to educate the student in concepts of dental radiology, radiation safety, and California Licensure

<b>Step 1. Student Learning Outcome(s) Defined</b> (what students will learn, know, do or value at course end)	<b>Step 2. Assessment Tool/ Measurement Instrument</b> (identify methodology or tool for collection of evidence of learning e.g., pre/post tests, surveys, papers, anecdotal evidence, etc.)	<b>Step 3. Assessment of SLO(s)</b> (what were the assessment tool results e.g., raw data, scores, etc.?)	<b>Step 4. Timelines/ Term Assessed</b> (list dates when assessment tool will be administered and assessment data will be collected and analyzed)	<b>Step 5. Analyze/Evaluate Assessment Results</b> (identify who will review and analyze data from tests, surveys, etc. What do the measurement results reveal in relation to the learning outcome? )	<b>Step 6. Recommendation/ Action</b> (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?)
<b>SLO #1:</b> Demonstrate an understanding of the various uses of dental radiographs	Chapter 1 Quiz: Question #2	76% assessment tool result	Fall 2008	Course instructor reviewed and analyzed the data.  The measurement results reveal this SLO needs to be emphasized more during the semester.	Instructor will incorporate additional assignments regarding this SLO such as worksheets and additional review on topic in class and labs. This SLO will continue to be assessed per ADA accreditation standards and California Law.
<b>SLO #2:</b> Describe the biological effects of radiation exposure on the human	Chapter 13 Quiz: Question #1	75% assessment tool result	Fall 2008	Course instructor reviewed and analyzed the data.  The measurement results reveal this	Instructor will spend more time on this SLO in Chap 13 lecture and incorporate another question on this topic



body				SLO needs to be emphasized more during the semester.	on the Chap 13 worksheet. This SLO will continue to be assessed per ADA accreditation standards and California Law.
<b>SLO #3:</b> Explain the basic principle of the paralleling technique.	Chapter 2 Quiz: Question #1	93% assessment tool result	Spring 2009 Data was collected mid-semester & analyzed at end of term	Course instructor reviewed and analyzed the data. The measurement results reveal a successful SLO; 14 out of 15 students answered correctly	Instructor will continue teaching the paralleling technique. This SLO will continue to be assessed per ADA/CODA accreditation standards and Ca Law.
<b>SLO #4:</b> Expose a 20 film Full Mouth X-ray Survey (FMX) on a live patient within 45 minutes with fewer than 5 retakes.	Competency on exposing a FMX	100% assessment tool result	Spring 2009 Data was collected & analyzed mid semester	Course instructor reviewed and analyzed the data. The measurement results reveal a successful SLO	Instructor will continue teaching FMX series. This SLO will continue to be assessed per ADA/CODA accreditation standards and Ca Law.
<b>SLO #5:</b> Properly mount a 20 film Full Mouth X-ray Survey (FMX) into a mount in 3 minutes or less with no errors.	Competency on mounting a FMX	66% assessment tool results	Fall 2009 Data was collected and analyzed At the end of the semester on the final Mounting Exam on 12-14-09	Course instructor reviewed and analyzed the data. The measurement results reveal this SLO needs to be emphasized more throughout the semester. ADA accreditation mandates a ratio of 6:1 in radiology. With less students the pass rate is lower.	Instructor will spend more time in lab having students practice mounting of FMX's during each lab session by scrambling the x-ray and requesting the student mount them correctly.

## 2009-2010 CSM Course SLO Form

Course Name: Dent 763 Dental Radiology (Fall & Spring)

Course Mission/Purpose: to educate the student in concepts of dental radiology, radiation safety, and California Licensure

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?)
<b>SLO #1:</b> Demonstrate an understanding of the various uses of dental radiographs	Chapter 1 Quiz: Question #2	To be Determined	Spring 2010  Data will be collected & analyzed prior to the end of the semester	Course instructor will review and analyze the data.  To be Determined	To be Determined
<b>SLO #2:</b> Describe the biological effects of radiation exposure on the human body	Chapter 13 Quiz: Question #1	To be Determined	Spring 2010  Data will be collected & analyzed prior to the end of the semester	Course instructor will review and analyze the data.  To be Determined	To be Determined
<b>SLO #3:</b> Explain the basic principle of the paralleling technique.	Chapter 2 Quiz: Question #1	To be Determined	Fall 2010  Data will be collected & analyzed prior to the end of the semester	Course instructor will review and analyze the data.  To be Determined	To be Determined

<b>SLO #4:</b> Expose a 20 film Full Mouth X-ray Survey (FMX) on a live patient within 45 minutes with fewer than 5 retakes.	Competency on exposing a FMX	To be Determined	Fall 2010  Data will be collected & analyzed prior to the end of the semester	Course instructor will review and analyze the data.  To be Determined	To be Determined
<b>SLO #5:</b> Properly mount a 20 film Full Mouth X-ray Survey (FMX) into a mount in 3 minutes or less with no errors.	Competency on mounting a FMX	To be Determined	Spring 2011  Data will be collected & analyzed prior to the end of the semester	Course instructor will review and analyze the data.  To be Determined	To be Determined
<b>SLO #6:</b> Identify all operator errors of each of the 20 films in a Full Mouth X-ray Survey (FMX) and describe the corrective measure for each error identified.	Competency on evaluating errors	To be Determined	Spring 2011  Data will be collected & analyzed prior to the end of the semester	Course instructor will review and analyze the data.  To be Determined	To be Determined



- b. Briefly evaluate the department's assessment of SLOs. If applicable, based on past SLO assessments, 1) what changes will the department consider or implement in future assessment cycles; and 2) what, if any, resources will the department or program require to implement these changes? (Please itemize these resources in section VII of this document.)

1) Most of the Dental Assisting Courses are offered once per year with the exception of DENT 763 Radiology which is offered each semester. Therefore, the Program has mapped out the order in which each SLO will be assessed. Dent 763 Radiology has made it through one complete assessment cycle, so 2 templates have been attached for review: a completed assessment cycle and new plan of assessment. Due to ADA/CODA accrediting standards, we will continue to assess specific skills and test to a basic competency level prior to the student being able to continue within the Program. The Program may consider changing the measurement tool being utilized to test the SLO, but the skill tested will remain the same. This has been addressed in the Step 6 "Action Plan" box on the included templates. At this point, the Program has been moderately to completely successful with the SLO assessments. 2) The Programs one major missing piece is a dentally trained/dentally familiar staff assistant who can help with organization and compiling of the paperwork required by ADA/CODA, the State, and the College's accrediting body. The Dental Assisting Program is due for an ADA/CODA site visit in November 2011. The Program is required to submit a Self-Study document prior to the visit. A dentally familiar staff assistant will be a necessity to the Program Director in the assembly and execution of this document. Otherwise, the Program Director will be responsible for the entire document without any assistance.

- c. Below please update the program's SLO Alignment Grid below. The column headings identify the General Education (GE) SLOs. In the row headings (down the left-most column), input the course numbers (e.g. ENGL 100); add or remove rows as necessary. Then mark the corresponding boxes for each GE-SLO with which each course aligns.

If this *Program Review and Planning* report refers to a vocational program or a certificate program that aligns with alternative institutional-level SLOs, please replace the GE-SLOs with the appropriate corresponding SLOs.

GE-SLOs→ Program Courses ↓	Sit for RDA Examination	Sit for CDA Examination	CE Procedures to remain current in Profession	CA law and ethics as it relates to dentistry
DENT 647	X	X	X	X
DENT 716	X	X		X
DENT 721	X	X	X	X
DENT 722	X	X	X	X
DENT 731	X	X		
DENT 732	X	X		
DENT 735	X	X		X
DENT 740	X	X	X	X
DENT 742	X	X	X	X
DENT 743	X		X	X

DENT 744	X		X	X
DENT 749	X	X	X	X
DENT 751	X	X	X	X
DENT 763	X	X	X	X

### III. DATA EVALUATION

- a. Referring to the Enrollment and WSCH data, evaluate the current data and projections. If applicable, what programmatic, course offering or scheduling changes do trends in these areas suggest? Will any major changes being implemented in the program (e.g. changes in prerequisites, hours by arrangement, lab components) require significant adjustments to the Enrollment and WSCH projections?

Dental Assisting has a history of enrollment fluctuations. There were some years, like this most recent fall, where demand for Program enrollment was over its capacity. During those years, one can see a spike in the enrollment and WSCH data. The last 2 years saw a decrease in enrollment and the data reflects that trend. The Program has strict ratios implemented through ADA/CODA accreditation standards, 1:10 -15 in lab sections, which require the Program to cap the full time class at 30 students. During the years when more students were added to the Program (over 30 fulltime) a short term instructional aide was provided to offset the skewed teacher to student ratio. The short term instructional aide position was defunded at the end of the fall 2009 semester. Due to ADA/CODA accrediting standards, the Program is required to teach the subject matter, hands-on skills, and maintain the ratios to which we are currently adhering. No major changes will be implemented; however, enrollment will continue to fluctuate based on student demand for the Program.

- b. Referring to the Classroom Teaching FTEF data, evaluate the current data and projections. If applicable, how does the full-time and part-time FTE affect program action steps and outcomes? What programmatic changes do trends in this area suggest?

The Dental Assisting Program has consistent FTE. Dental Assisting has 5 faculty members. At this time, there are 2 full time faculty. One position is half instruction, half Program Director on tenure track. The other position is a tenured faculty on a reduced load, by choice, after stepping away from the Program Director role. There are 4 other adjunct faculty, 2 of which are at full load and cannot be assigned any additional courses, and 2 new hires. Due to the amount of classes each instructor was carrying a decision was made in summer 2009 to hire additional adjuncts to help the Program deal with this dilemma. The addition of the 2 new adjuncts has relived the pressure on the other instructors to have to carry such heavy loads. Additionally, the 2 new adjuncts have provided coverage for some courses previously taught by the Program Director to offset the Director's load.

- c. Referring to the Productivity [LOAD] data, discuss and evaluate the program's productivity relative to its target number. If applicable, what programmatic changes or other measures will the department consider or implement in order to reach its productivity target? If the productivity target needs to be adjusted, please provide a rationale.

Because the Program is required to have one instructor for every 10 to 15 students, the

LOAD will never reach high efficiency levels. Some courses require an even smaller ratio of 1:6, which further hinders the Program from reaching the State goal of 525 LOAD productivity target. The Program's LOAD will improve slightly with higher enrollment numbers. The Program sees future projections being higher than currently noted based on the large enrollment being experienced this academic year.

#### IV. STUDENT SUCCESS EVALUATION AND ANALYSIS

- a. Considering the overall "Success" and "Retention" data, briefly discuss how effectively the program addresses students' needs relative to current, past, and projected program and college student success rates. If applicable, identify unmet student needs related to student success and describe programmatic changes or other measures the department will consider or implement in order to improve student success. *(Note that item IV b, below, specifically addresses equity, diversity, age, and gender.)*

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 80-91% and a success rate of 75-83% in the fall semesters; and a 95-97% retention rate and a 90-97% success rate in the spring semesters. The Program firmly believes enrollments will increase (as was seen this past fall) in the next several years, but is still limited on the number of students that can be enrolled due to the Program's ADA/CODA Accreditation ratios. The Program works effectively with financial aid, EOPS, and Cal Works to remove financial barriers for these entry level students. The Program has also utilized DSP&S to enhance the learning environment for those students with disabilities related to the classroom. The Dental Assisting Program often has Basic Skills students enrolled and utilizes teaching techniques to work with this population of student. The Program has seen an improvement in the retention and success rate of these students when their financial and learning roadblocks have been removed.

- b. Briefly discuss how effectively the program addresses students' needs specifically relative to equity, diversity, age, and gender. If applicable, identify unmet student needs and describe programmatic changes or other measures the department will consider or implement in order to improve student success with specific regard to equity, diversity, age, and gender.

Dental Assisting is a profession that traditionally attracts a female majority. Therefore, the data reflects that trend. However, the Program has seen students from every race, culture, gender, and age group succeed. The students are all treated the same and held to the same standards regardless of their similarities and/or differences. The instructors within the Dental Assisting Program are fair and want the students to succeed. The Dental Assisting Program is open to any individual, with a high school diploma or equivalent, wishing to enroll.

#### V. REFLECTIVE ASSESSMENT OF INTERNAL AND EXTERNAL FACTORS AND PROGRAM/STUDENT

- a. Using the matrix provided below and reflecting on the program relative to students' needs, briefly analyze the program's strengths and weaknesses and identify opportunities for and possible threats to the program (SWOT). Consider both external and internal factors. For example, if applicable, consider changes in our community and beyond (demographic, educational, social, economic, workforce, and, perhaps, global trends); look at the demand for the program; program review links to other campus and District programs and services; look at similar programs at other area colleges; and investigate auxiliary funding.

	INTERNAL FACTORS	EXTERNAL FACTORS
<b>Strengths</b>	Program has begun to update paperwork and become aligned with College processes.	Program has an excellent reputation in the surrounding dental community. Graduates find employment easily.
<b>Weaknesses</b>	In the past, the Program was left on its own without enough administrative support and/or guidance. This has left the Program with a lot of catching up and repair work to accomplish. The Program has been ignorant, but is quickly learning, to the many processes and protocols the College is responsible for.	Students are often unaware that CSM has a Dental Assisting Program or are told that CSM does not have a Dental Assisting Program.
<b>Opportunities</b>	1) Program is moving into a new building with new equipment with a more centralized location. 2) Professional Development through CADAT to strengthen current faculty	A local dentist wants to donate \$30,000.00 to the Dental Assisting Program.
<b>Threats</b>	The state of the budget, VTEA funds are threatened, and Dental Assisting has little to no supplies budget.	Proprietary Schools that offer Dental Assisting Programs

- b. If applicable, discuss how new positions, other resources, and equipment granted in previous years have contributed towards reaching program action steps and towards overall programmatic health. If new positions have been requested but not granted, discuss how this has impacted overall programmatic health. (You might reflect on data from Core Program and Student Success Indicators for this section.)

In 2007, Dental Assisting moved to the Math/Science Division and the current Program Director went through the first Program Review process. The Program was very fortunate that the Division understood our needs (especially being new to the Division) and our requests were granted. Requested and approved resources, equipment, and positions were: a new dental chair with unit, a Smart classroom with a document camera, projector and VCR/DVD player, and a new Program Director position. These additions helped the Program improve instruction to the students greatly. The addition of the dental chair and unit enabled us to move more students through each lab section and increase the rate of retention in the Program. The addition of the Smart classroom has been invaluable to both the faculty and the students. It has allowed the faculty to increase their level of instructional delivery to a more modern mode that students are more comfortable and familiar with. The new Program Director position has enabled the Program to remain compliant with ADA/CODA accreditation



standards. The Program has been updating and aligning itself with the rest of the College through this new position.

## VI. Goals, Action Steps, and Outcomes

- a. Identify the program's goals. Goals should be broad issues and concerns that incorporate some sort of measurable action and should connect to CSM's *Institutional Priorities 2008-2011, Educational Master Plan, 2008*, the Division work plan, and GE- or certificate SLOs.
  1. Measure, track, assess, collect data and maintain records on SLO's.
  2. Maintain a student pass rate on the RDA examination above the state average.
  3. Encourage each faculty member to participate in Professional Development opportunities by attending the annual CADAT (California Association of Dental Assisting Teachers) conference.
  
- b. Identify the action steps your program will undertake to meet the goals you have identified.
  1. The Program Director has been the responsible party in regards to SLO's for Dental Assisting. Each instructor is given a copy of their SLO template for their class identifying which SLO's will be assessed that semester. The instructor then reports the data to the Program Director. An electronic and hard copy version has been maintained tracking the progress of SLO's being measured and assessed. Once assessed, the data was analyzed and documented into the SLO template provided by the College. Recently, the Program Director was trained on the new SLO software, TracDat. The Program Director will be transferring the current records over into the software database during the spring semester.
  
  2. The Dental Assisting Program prepares each student to take the state RDA written and practical examination. The Program is able to obtain pass rates for each section for the examination via the Dental Board of California's website. These pass rates allow our Program to compare our pass rate's to other surrounding colleges and also provides a state average. 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. Instruction, practice, and repetition are instrumental to this process.
  
  3. For the last 3 years, each Dental Assisting faculty member has been encouraged by the Program Director to be a member of CADAT and to attend the annual conference each spring. Enormous amounts of information regarding dental assisting legislative changes, updates, and curriculum are disseminated via the annual conference. Many continuing education classes are offered at this annual conference that is geared specifically to Dental Assisting instructors and directors. The Dental Assisting Program has applied for and been granted registration funding for every faculty member for the last several years through College of San Mateo's Professional Development Committee. The opportunity to attend the conferences is a wonderful benefit to the instructors to strengthen their teaching skills and provide insight into other teaching methodologies.

- c. Briefly explain, specifically, how the program's goals and their actions steps relate to the *Educational Master Plan*.
1. The Dental Assisting Program's SLO goal specifically relates to the *Educational Master Plan* through the CSM Student Learning Assessment Plan. The Dental Assisting Program has been able to meet the goals described in this section of the *Educational Master Plan* by defining certificate level SLO's as well as course level SLO's for the Program. The Program has developed and maintained an assessment cycle and has been able to document the results on the SLO template both electronically and with hard copies.
  2. The Program's goal of maintaining a pass rate on the RDA examination above the state average relates specifically to the *Educational Master Plan* section pertaining to Student Outcomes. Once the Dental Assisting student graduates successfully for the Program with either an AS or a CA they are eligible to sit for the RDA State Board Examination. Each college receives a report that measures the student's success, as a testing group, for each section of the examination. These results are also posted online. The Program is then able to measure the pass rate of the recently graduated class. This measurable result ties in with demonstrating Student Outcomes upon graduation from the Program.
  3. The Program's Professional Development goal links in with the College of San Mateo's Goal #5 "Staff Recruitment, Retention, Development, and Recognition" listed in the *Educational Master Plan* and is also part of the Strategic Plan. The Program has applied for and been granted permission to attend several Professional Development opportunities that were and are directly related to the classroom and are student focused.
- d. Identify and explain the program's outcomes, the measurable "mileposts" which will allow you to determine when the goals are reached.
1. At the beginning of each semester one or two SLO's are identified for each dental assisting course. These SLO's will be assessed during that particular semester by the course instructor. The data is then reported to the Program Director who will further analyze and input the results into the SLO template. An action plan is discussed between the instructor and the Program Director based on the results and also included in the SLO template. The Program is able to determine the goal has been reached at this point.
  2. The Program is sent a report by the Dental Board of California outlining the pass/fail rates by each College quarterly. These results are also available online each month after testing has occurred. The most relevant data is available to the Program in August/September. By that point, the majority of the June graduates have taken both the written and the practical sections of the RDA examination. This data set gives the Program the best snapshot of pass/fail rates. At this stage is when the Program can determine the goal has been reached for that recent academic year.
  3. After the Program faculty attends a Professional Development activity, those faculty members complete a conference report outlining the activities and submit it in a timely fashion to the Division. The Program identifies the goal as being met when this is completed and newly learned skills can be added into the courses.

## VII. SUMMARY OF RESOURCES NEEDED TO REACH PROGRAM ACTION STEPS

- 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.
N/A	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.
Dentally trained/Dentally familiar instructional aide to the Program Director (needs to have experience or previous training as a Dental Assistant in order to understand terminology, regulations, etc.)	<p><b>Expected Outcomes:</b> If this position is granted it will provide the additional necessary support for the Program Director to focus on the permanent pressing issues of running the Program. This individual would assist the Program Director directly. The Program could remain more organized and compliant with accreditation standards while operating efficiently especially when the Program is at full capacity (30 full time students and 20-30 part time students).</p> <p><b>Outcomes if Not Granted:</b> Program Director will spend more time on organizational aspect of keeping the Program compliant for ADA/CODA accrediting body, less time writing the Self-Study for the upcoming site visit and</p>	This position is not linked to any SLO assessments. The Program can achieve successful SLO's without this position; however, the workload for the Program Director is increased when this position is unfilled. This, ultimately, makes the Program Director less available to the students as she would like to be.

	attending to other Program Director duties. Not having an aide increases the Program Director's work load significantly.	
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- 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 instruction (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.
<p><b>Item: ISBN#978-1-4377-0855-4</b>  <b>Number: 35 copies</b>  <b>Vendor: Elsevier Science</b>  <b>Unit price: \$62.95</b>  <b>Total Cost: \$2,203.25</b>  <b>Status*: New</b></p>	<p><u>Outcomes if Granted:</u> Students will have another resource, besides only their textbook, to learn about Dental Materials and relate procedures. This book has beautiful color pictures of important steps in procedures and the mixture of many medicaments utilized by the dental assistant when at the chair. It would serve as an adjunct for two courses in the Dental Assisting Program. The anticipated outcome from this additional book is a better SLO result during the Practical Exam for DENT 751. (See DENT 751 SLO template for detailed results)  <u>Outcomes if not Granted:</u> Instructors will continue to work together to produce more successful SLO results in DENT 751 using only the current textbook. More review will be needed which will slow down the course and the ability to introduce new topics to the students at a steady pace.</p>	<p>Looking at DENT 751 SLO template (attached in the document), one can see the SLO outcomes are not as desirable as the Program hopes for. There is one SLO in particular, SLO #5, that the Program needs the students to improve: <b>SLO #5:</b>  <b>Demonstrate ability to assemble a tofflemire retainer with correct orientation to the quadrant being worked on</b>  <b>Assessment Results: 61% assessment tool results.</b>            19 students– pass            12 students - fail            The instructors have consulted together after the past two assessment cycles to calibrate on achieving improved student success. This requested book will, hopefully, help the students understand and review materials more frequently during the DENT 751 course, especially the assembly of the tofflemire retainer with matrix band.</p>

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

## VIII. Course Outlines

- a. By course number (e.g. CHEM 210), please list all department or program courses included in the most recent college catalog, the date of the current Course Outline for each course, and the due date of each course's next update.

Course Number	Last Update Date	Six-year Update Due Date
DENT 647	February 2009	2015
DENT 716	April 2009	2015
DENT 721	April 2009	2015
DENT 722	April 2009	2015
DENT 731	April 2009	2015
DENT 732	April 2009	2015
DENT 735	April 2009	2015
DENT 740	April 2009	2015
DENT 742	April 2009	2015
DENT 743	April 2009	2015
DENT 744	October 2008	2014
DENT 749	April 2009	2015
DENT 751	April 2009	2015
DENT 763	April 2009	2015

## IX. Advisory and Consultation Team (ACT)

- a. Please list non-program faculty who have participated on the program's Advisory and Consultation Team. Their charge is to review the *Program Review and Planning* report before its submission and to provide a brief written report with comments, commendations, and suggestions to the Program Review team. Provided that they come from outside the program's department, ACT members may be solicited from faculty at CSM, our two sister colleges, other community colleges, colleges or universities, and professionals in relevant fields. The ACT report should be attached to this document upon submission.

List ACT names here: Jane McAteer, Nursing Program Director

Commendations to the dental assisting program for the pass rates on the licensing exam and the progress made in the assessment cycle of SLOs. In terms of SLOs which have been fully assessed and met, i.e. Dental 763, the course instructor(s) may want to consider creating new SLOs. My understanding is that once an SLO has been met, the instructor should consider new SLOs to put into the course and assessment cycle.

The program might want to consider a prerequisite to the program in order to attract a higher quality group of students. Perhaps computer literacy element? (unless prohibited by regulations).

- b. Briefly describe the program's response to and intended incorporation of the ACT report recommendations.

The Program is proud of the progress made in identifying, measuring, and assessing SLO's as well as the successful pass rates of the State licensing examination. Thank you for the commendation. However, the Program is unable to modify the SLO's being assessed as


they are competency requirements of the Program's accrediting body, ADA/CODA. The student needs to perform the listed SLO's to minimum competence in order to continue on in the course and/or to the next level. At this time, the Program does not wish to add prerequisites to the Dental Assisting Program. Part of the beauty of the Dental Assisting Program is its open access, easy entry admission. There is not a separate application or list of prerequisites. The Program serves the surrounding dental health community while aligning with one of the College of San Mateo's Vision Statements: "The College will continue its commitment to robust programs in transfer, **occupational education**, basic skills, and lifelong learning." (College of San Mateo Catalog, 2009-2010) The Program Director does not wish to place additional barriers to students who are envisioning a better life for themselves and/or families. The Dental Assisting Program wishes to thank Jan McAteer, Nursing Program Director, for being an ACT member and providing valuable input.

## X. PROGRAM REVIEW PARTICIPANTS AND SIGNATURES

Date of Program Review evaluation: March 25, 2010

Please list the department's *Program Review and Planning* report team:

Primary program contact person: Colleen Kirby-Banas  
Phone and email address: 650 574-6211 kirbyc@smccd.edu  
Full-time faculty: Audrey Behrens (tenured on a reduced load)  
Part-time faculty: Renee Herold, Ildiko Davis, Eloise Reed, and Kristine Peterson  
Administrators: Charlene Frontiera, Dean  
Classified staff: N/A  
Students: N/A

 Primary Program Contact Person's Signature	March 25, 2010 Date
Full-time Faculty's Signature	Date
Part-time Faculty's Signature	Date
Administrator's Signature	Date
Classified Staff Person's Signature	Date
Student's Signature	Date
Dean's Signature	Date