

CTE Program Review

Program Name: **Dental Assisting**

Program Contact: **LaRochelle, Beth**

Academic Year: **2016-2017**

Status: **Submitted for review**

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1. Description of Program

Provide a brief description of the program and how it supports the college's [College Mission and Diversity Statements](#), [CSM Strategic Goals 2013/14 to 2015/16](#), and other [Institutional Program Planning](#) as appropriate. What is the program's vision for sustaining and improving student learning and success over the next three years?

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 board. Clinical experience is acquired at the University of the Pacific, Schools of Dentistry and in various private practice dental offices in San Mateo and surrounding counties.

The 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 anecdotally 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-Career and Technical Education (CTE)

1. "Develop and support industry partnerships; establish student internship opportunities"
2. "Increase CTE outreach and community collaborations"

Student spend 25% of program hours completing their clinical hours at the University of California, San Francisco 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 and degrees and certificates offered by the program. Specify how SLO assessment informs curriculum development and changes to curriculum.

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. 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.



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 a 85% 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? Describe any additional methods used to assess program SLOs and reflect on the results of those assessments. See [course-to-program SLO alignment mapping](#).

There are four program SLOs in dental assisting. Each course has 3 SLOs. In total, 36 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. 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 (and for the GE SLOs, if available) 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 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 African American students in the program, recruitment this population of students is a focus going forward. If the success rate is broken down by ethnicity, students succeed at very similar rates. 12% of the students are Asian and they succeed at 100%; 26.4% are Filipino and they succeed at 100%; 34% are Hispanic and they succeed at 96.6%; 22% are white and they succeed at 98.2%; 5% are 'other' and they succeed at 84.6%.

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.)

The Load for dental assisting averages 241.3. 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

A. Career Technical Education Data (This information is required by California Ed. Code 78016.)

1. Review the program's available labor market data, as applicable. Here are two relevant links:

- [State Of California Employment Development Department, Labor Market Information Division](#) (the official source for California Labor Market Information)
- [Employment data](#) (by Program Top Code) from the State Chancellor's Office

Explain how the program meets a documented labor market demand without unnecessary duplication of other training programs in the area.

The last three years of graduates have had a 97% employment potential prior to the pinning ceremony for the completion of the program. At this time there are no areas of concern. There are many more employment opportunities than there are candidates to fill them. Job growth in other sectors as well as other factors has created a demand for qualified dental assistants. Dental Assisting had surpassed the performance goals.

2. Summarize student outcomes in terms of degrees and certificates. Identify areas of accomplishment and areas of concern. collegeofsanmateo.edu/institutionalresearch/degcert.asp

The 2015-2016 academic year the dental assisting program had 33% of the student received A.S. degrees. The number of students furthering their education is rising. I see no areas of concern.

3. 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 scheduled for spring 2016 was canceled due to low attendance. The next meeting is scheduled for late fall.

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 at this time

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. Future Program Plans and Actions

Prioritize the plans to be carried out to sustain and improve student success. Briefly describe each plan and how it supports the [CSM Strategic Goals 2013/14 to 2015/16](#). For each plan, list actions and measurable outcomes. Plans may extend beyond a single year. Describe the professional activities and institutional collaborations that would be most effective in carrying out the program's vision to improve student learning and success.

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.

6. 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	October 2016, 2016-2017

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 Fall, Dec. 2017

7. Dominant Themes Summary for IPC

Briefly summarize the dominant, most important themes or trends contained in this program review, for division deans to collect and forward to the Institutional Planning Committee. What are the key program issues that matter most? (Brief paragraph or bullet points acceptable).

The key program issues are recruitment of students to address low enrollment. The demand for dental assistants in the job market is very high.